

21st Century Classroom Management



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‘Classroom management refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class.’

Retrieved from: <https://www.edglossary.org/classroom-management/> 13/11/2018 10:10

Menu:



1. The 21st Century Classroom.
2. Implications for classroom management.
3. Practical ideas for your classroom.
4. Any questions?

The teacher



Lets students lead.

Takes the role of facilitator.

Puts students at the heart of learning.

‘Tell me and I’ll forget. Show me and I may remember. Involve me and I learn.’

(Benjamin Franklin)

The students



Are active learners.

Emphasis on 21st century skills.

Students have a voice when it comes to their learning.

The content



Language as a means of communication.

Topic based.

Life skills.

Cultural awareness.

Values.

The gamification of
the classroom.

The role of L1



Embrace L1 and look for ways in which it enhances language learning.

Implications for the classroom



The best resource we have for troubleshooting problems is other teachers.

Talk to the people sitting near you.

Share a classroom management related issue you have had in your classroom recently. Do you have similar issues?

You have 3 minutes.

1. Behaviour management

Points, stickers, rewards



‘I hate points, stickers and reward systems almost as much as I hate behaviour charts (e.g. traffic light systems – green for good, orange for warning and red for ‘this is a really NAUGHTY child’ and other tools for the public naming and shaming of children)! And, of course, once you’ve launched into the bureaucracy of rewards / punishments, you’re stuck with the workload of maintaining it. Your life’s work becomes exercising *control* over children.’

Sue Palmer in conversation with Amanda Davies: TEYL World Issue 1, 2018.
The newsletter of the IATEFL Young Learners and Teenagers Special Interest Group.
p44.

Positive behaviour management techniques



- Catch you being good
Individual, personalised and specific feedback
- Respond with a positive
- Certificates of achievement

Certificates of achievement

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Help

Signed _____

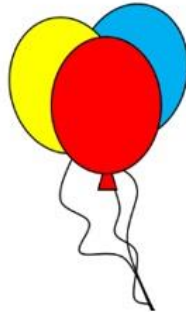


Super

Signed _____



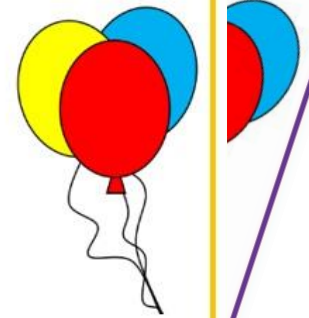
Superstar



Superstar Award

Awarded to.....

Excellent work!



Signed _____ Date _____

2. The start of the lesson

Learning objectives

Can you write a
postcard to a friend?

Can you talk about your
experiences in life up to
now?

Can you talk about
the weather?

Lesson menus



Sing a song about a farm

Learn and write animal words

Interview my partner about their favourite animal

Animal bingo!

vocabulary revision

Listening - crazy inventions

Talking about how things are made

Start of lesson routines



Register routines



- a different student calls the register each lesson
- Ask everyone a question as you check attendance

Reflect on the day by drawing or writing a word

Secret password or handshake to enter the classroom

Select monitors to help with classroom tasks such as hand out materials

Circle time

Everyone draws how they are feeling on the board

Peer checking homework

3. Setting up tasks and activities

Success criteria



*Ask your classmates questions about their experiences.
Make questions using 'Have you ever...?'*

Speak to 5 different people 😊

Make questions using the present perfect 😊

Ask each person a follow up question 😞

Use at least 3 of the useful expressions from the lesson 😊

Write a friendly letter to your friend about the summer holiday.

Write 80-100 words ✓

Use 5 extreme adjectives ✓

Ask at least 3 questions ✓

Check your work for spelling and punctuation ✓

Choice boards



- Draw a picture of an unusual house and describe it.
- Give a presentation about houses in your town or city.
- Write a paragraph about the differences between living in a house and a flat.
- Design your dream home and label it.
- Research a famous building in your country and tell your group about it.
- Find a picture of an interesting house and compare it to your house.
- Research rooms on a space station and design a poster.
- Design a leaflet about a famous building in your town.

4. Finishing activities

Differentiated responses



Multiple choice – have to versions of the task, one with 3 options, another with 2.

Comprehension questions – stronger students are given the answers and must write questions. Weaker students get the questions and write the answers.

Draw a response rather than write.

Hold up a response card – yes/no, true/false etc.

Specify the number of gaps to fill.

Differentiate your expectations rather than the tasks.

What's the question?



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- How old are you?
- What's your favourite number?
- How many children do you have?
- How many hours of homework will we get today?
- How many Euros are in your pocket?

Reflection



- I am proud of....
- I could improve by...
- I enjoyed...
- I didn't like...
- I am good at...

5. Finishing the lesson

Revisit lesson objectives and menus.

Highlight learning by asking students what they did in the lesson.

Give praise.

Establish an end of lesson routine.

Troubleshooting



What from the session today will help you in your classroom?

Tell your partners.

You have 3 minutes.

- Catch you being good
- Respond with a positive
- Certificates of achievement
- Learning objectives
- Lesson menus
- Choice boards
- Differentiated responses
- What's the question
- Finish lessons with reflection

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