MODELLING THE BEHAVIOUR WE EXPECT FROM STUDENTS BY STAFF BEING...

- •Polite "Thanks..."
- Positive "Well done everyone..."
- Punctual
- Prepared for the lesson and supporting this by personalising the learning

Following through on the College Policies "Consistency brings its own rewards"

Remember that your classroom becomes your domain by establishing routines, parameters and procedures for entry and exit.

DE-FUSING POTENTIAL CONFRONTATIONS

- •Deal with latecomers at your convenience don't let them interrupt the learning
- •Focus on the primary behaviour (not the secondary)
- •Give advice "If I were you..." and "If you do that, you know..."
- •Use the walk away give a clear instruction and then move away
- •Stay calm deal with the situation from the head not the heart!
- •Speak privately to the student, assert expectation and give the choice to re-focus
- •Try not to bear a grudge; deal with the behaviour not the personality
- •Try to set future achievable targets
- ·Look for a "win win"
- The next lesson is a new start
- Look for the next opportunity for praise



VERBAL SIGNALS

Greet individuals and groups

•Firm and fair "You need to..." and "Everyone now

must..."

Vary voice, tone and pitch
KISS – Keep It Short and Simple
Use humour

Student - " Sh** "

Teacher - "Yes...and you'll be in it, if you say that again "

Use individual names

Focus on the work "Now let's see how you're doing"
Catch them being good – use much more praise than reprimand (4 to 1)

•Refer to the behaviour not the person

Shouting rarely works

•Use the rewards system – celebrate success and achievement



NON-VERBAL SIGNALS

Wait for silence

 Use eye contact - to engage attention and to assert yourself (e.g. the stare)

•Use non-verbal instructions when individuals are going off task (e.g. face the front, look at the material, stop talking, take off your coat)

•Don't invade a student's space – especially when the individual is worked up.

•Show approval – smile, laugh and thumbs up!