Chapter 12. Classroom Management

Classroom management and management of student's conduct are skills that teachers acquire over time. Classroom management is the process by which teachers and schools create and maintain proper behavior of students in classroom settings. The purpose of implementing classroom management strategies is to develop social behavior and increase student's academic engagement. Effective classroom management principles work across almost all subject areas and grade levels. Effective teaching needs considerable skill in managing the innumerable tasks and situations that takes place in the classroom each day. Teachers require understanding the psychological and developmental levels of their students. The skills associated with effective classroom management are only acquired with practice, feedback, and a willingness to learn from mistakes. Many beginning teachers have problem effectively managing their classrooms. Classroom teachers with many years of experience

have contributed to an understanding of what works and what doesn't work in managing classrooms and the behavior of students.

Introduction to Classroom Management:

Teaching is a complex enterprise. It is complex for the following reasons:

- Students differ in their social, cognitive, physical, emotional, and cultural characteristics.

-Different students learn at different rates.

-Systematic preparations have to be made to make sure that students master the objectives that teachers determine.

-Different students, or different groups of students, are often working on different tasks at any point in time.

-Students' behaviors are somewhat unpredictable.

-Students are motivated to learn (or not to learn) by different factors.

So, if the classroom is not managed properly teaching can easily become chaotic. When that happens, students are likely to become confused, bored, uninterested, restless, agitated, and perhaps even disruptive. "But a well-managed classroom is not what many people think: students working silently at their desks, speaking only when spoken to etc. But if some of our goals are for students to achieve a meaningful knowledge base, to become proficient problem solvers, and learn how to work productively with others, then we have to agree to the idea that these goals are best met in classrooms that are characterized by a fair amount of autonomy, physical movement, and social interaction."

A well-managed classroom is a prerequisite to learning. By management, we mean the complex set of plans and action that teacher uses to make sure that the learning in the classroom is effectual and efficient. The management involves the ability to deal with problems in different situations. Effective classroom management is an ongoing, maintenance-oriented process. It involves motivating students to learn, providing suitable instruction and feedback, and managing student work. Effective managers organize and conduct their classrooms to avoid management problems from happening in the first place. Each and every teacher is looking for to formulate his/her 'ideal classroom'. For a teacher to build such a 'perfect' classroom environment, many factors have to be taken into consideration. What is the topic I am teaching? What is the level of my students? How will I manage my classroom? How will I instruct and conduct our classrooms and how we will make the best positive learning atmosphere for our students.

Effective classroom management

Effective classroom management establishes and sustains an orderly environment in the classroom. It increases meaningful academic learning and facilitates social and emotional growth. It decreases negative behaviors and increases time spent academically engaged. Chaotic classroom environments are a large issue for teachers and can contribute to high teacher stress. Therefore, it is important to make use of effective classroom management strategies at the universal level in a tiered model, as they serve as both prevention and intervention methods that promote positive outcomes for students.

Classroom management systems are effectual because they increase student success by creating an orderly learning environment that enhances students' academic skills and competencies, as well as their social and emotional development. Classroom management systems are most effective when they stick to three basic principles:

1. Emphasize student expectations for behaviour and learning.
2. Encourage active learning and student involvement.
3. Recognize important student behaviors for success. More specifically:

    a. What behaviours are necessary to reach the goals of learning activities?
    b. What implications does a particular learning activity have for student roles?
    c. How will the teacher prepare students to take on these roles?

Factors Affecting Class Management:

There are two factors namely internal and external factors. External factors or factors 'outside classroom' that affect class management such as: planning, teacher's personality, parent -teacher meetings and psychological factors. And 'the internal factors' or 'factors inside classroom' such as: managing student's behaviour, organizing classroom activities, and classroom management techniques. Classroom management can be elaborated into two distinct approaches - 'the behaviourism' and 'the pedagogical approach'. They are distinct because the former deals with behaviour problems in class management while the latter deals with the way how teachers teach and students learn. When dealing with pedagogical matters (learning-teaching process) teachers deal with the behaviour matters too. All these factors are just like pieces of a jigsaw that make the main figure, in this case, 'successful class-management' and a successful teaching and learning process in general. So, teachers' responsibility in managing a classroom effectively is of much importance since teacher should consider different factors in order to make a successful class management. And as a result of this we'll consider some of the psychological factors that affect on class management too.

Internal Factors Affecting Class Management

Defining Classroom Rules

By convincing students that the classroom rules are compulsory, teachers may talk to children and discuss the way how to make their classroom a nice and safe place for all. Teacher should talk and find out from them what rules are needed to attain such a goal. Teacher should keep in mind the priority rules list that makes the classroom, a comprehensive classroom and an environment for a successful teaching and learning process. As rules with priority could be considered:-

-The ways how to gain adults' attention;

 -Waiting until one finishes his/her speech;

-Waiting until being called out;

-Safety (rules on lining up and walking along the class);

-Respect for all (say positive things for the others and behave well with them);

-Care for classroom and the inventory

Understanding the Problem:

Children who have poor self-esteem are more expected to have discipline problems. Before making any judgment, it would be better for a teacher to have a clear idea of what is and what isn't a classroom problem. By understanding the problems well, then it comes the stage of preventing problems and 'punishing'. According to Howard Seeman "A discipline problem is a behaviour that disrupts the learning of the rest of the class or the role responsibilities of the teacher". The following, according to Seeman, are not discipline problems:

-Guidance problems, which require individual psychological intervention;

-Educational problems, which should be handled through grading or better motivational techniques;

-Personal disruptions that annoy the teacher but are not disruptive to teaching

Teachers must be able to identify discipline problems and deal with them. After a discipline problem is proved to be 'a real discipline problem' steps should be taken to avoid them from happening. It is very essential to know what will be the punishment of misbehaviour.

Classroom Management Strategies

Teacher's Flexibility

A teacher's ability to be flexible is an essential component needed for conducting a classroom. An educator must have flexibility, which is an individual's ability of responding to change and adapting oneself to a situation, in order to meet their students' needs. For example, teacher should always prepare at least three daily lesson plans; in case the first one doesn't work she being flexible should be able to use the next one which is more suitable for students. As a teacher, we are listeners, mentors, friends, authoritarians, parents and role models. Whether we are sitting in our offices during office hours, having a parent-teacher meeting, teaching a class, or working with a student, teachers are continuously striving for self-improvement. Teachers should also often reflect on each of their lessons and ask themselves, did the students enjoy the lesson? How can I teach that topic better next time? Did I handle that situation well? Self-reflection helps teacher to see the improvements and adjusts that need to be made in managing his/her classroom. Teachers should carry on this process of self-analysis and reflect on their teaching abilities so that they can prosper within their career.

External Factors Affecting Class Management

Planning

Planning is compulsory for supporting children and teachers at each and every particular moment in class and outside it. A well-designed and careful planning makes a successful teacher. There exist two main points of planning: long-termed planning and short-termed planning. Planning should be flexible, for instance, If the weekly planning goes well teacher can continue; if the children do not react in that way that is expected, the planning can be modified in such a way that accommodate their reactions; if there happens anything unexpectedly the planning can be delayed until that problem passes. The realization of the planning successfully depends on the time that the staff has in its disposition to think, to meet and to discuss their aims. Planning without any regard on their format have to be dated and after the implementation and their evaluation should be put in a portfolio in order to create a documentation of what is achieved.

Effective Teacher:

Teachers play different roles in a typical classroom, but surely one of the most main is that of classroom manager. Effective teaching and learning cannot take place in a poorly managed classroom. Effective teachers appear to be effective with students of all achievement levels in spite of the levels of heterogeneity in their classes. If the teacher is ineffective, students under that teacher's guidance will accomplish inadequate progress academically, regardless of how similar or different they are regarding their academic achievement. The effective teacher performs many functions that can be organized into three major roles:

(1) Making wise choices about the most effective instruction strategies to employ,

(2) Designing classroom curriculum to facilitate student learning, and

(3) Making effective use of classroom management techniques.

Therefore, effective teachers have a wide range of instructional strategies at their disposal, are skilled at identifying and articulating the proper sequence and pacing of their content, are skilled in classroom management techniques. Classroom management is one of the critical ingredients of effective teaching.

Effective teacher possesses a cheerful disposition, friendliness, emotional security, good mental health, and a high degree of personal adjustment. Effective teachers are those who are able to: remain calm in times of crisis, listen keenly without becoming defensive or authoritarian, avoid win-lose conflicts, respect each child as an individual, give emphasis to positive rather than negative expectation, explain the rationale behind rules, able to earn students' respect. A very important feature of an effective teacher is self-reflection. Self-reflection helps teachers to see the improvements and adjusts that need to be made in managing their classrooms. By being a self-reflector, teacher sees himself just as a drawing and then makes any particular change. Another important feature of an effective teacher is 'flexibility'. A teacher's ability to be flexible is an essential component required for conducting a classroom. An educator must have flexibility, which is an individual's capability of responding to change and adapting oneself to a situation, in order to meet their students' needs. Teachers have to be ready to change their lesson plans if necessary. For example, if teacher will teach a lesson to an English class about the food. He will create an activity in which the students are placed in groups of two and are told to come up with names of food in English, using no outside resources for help. But when teacher implements the lesson and walks around the room to observe how the groups are working, he comes to see that the students do not know the necessary vocabulary words. The flexible teacher will adjust his lesson and allow students to look up words in the dictionary. This example shows that even though in his lesson plan that he had set he was not to allow students to use dictionaries, but he had to slightly change his activity based on the responses and feedback he received from the students.

Psychological Factors Affecting Class Management

Students' Motivation:

Unfortunately, as children grow, their enthusiasm for learning frequently seems to shrink. Learning often becomes associated with drudgery instead of delight. A large number of students--more than one in four--leave school before graduating. Many more are physically

present in the classroom but largely mentally absent; they fail to devote themselves fully in the experience of learning. Student motivation naturally has to do with students' desire to partake in the learning process. But it also concerns the reasons or goals that underlie their involvement or noninvolvement in academic activities. Although students may be equally motivated to execute a task, the sources of their motivation may vary. So, there are students who are INTRINSICALLY and others who are EXTRINSICALLY MOTIVATED A student who is intrinsically motivated undertakes an activity "for its own sake, for the enjoyment it provides, the learning it permits, or the feelings of accomplishment it evokes". An extrinsically motivated student performs "in order to obtain some reward or avoid some punishment external to the activity itself," such as grades, stickers, or teacher approval. So, teachers can do enough with students extrinsically motivated in order to make a successful management and a successful classroom in general. When students were confronted with complex intellectual tasks, those with an intrinsic orientation used more logical information-gathering and decision- making strategies than did students who were extrinsically oriented. Students with an intrinsic orientation also tend to prefer tasks that are moderately challenging, whereas extrinsically oriented students incline toward tasks that are low in degree of difficulty. Extrinsically oriented students are inclined to put forth the least amount of effort required to get the maximal reward. Although every educational activity cannot, and perhaps should not, be intrinsically motivating, these findings suggest that when teachers can capitalize on existing intrinsic motivation, there are several potential benefits.

 What Can be done to Help Unmotivated Students?

A first step for educators is to identify the problem that causes the student to be de-motivated, and then to interrupt it by assigning him with homework he likes accomplishing. Next step is to give him/her a choice of assignment, we have to determine three assignments and then let them select one. This choice makes them feel happier. There is also a process called 'attribution retraining', which involves modelling, socialization, and practice exercises, is sometimes used with discouraged students. The goals of attribution retraining are to help students to:

 (1) Concentrate on the tasks rather than becoming distracted by fear of failure;

(2) Respond to frustration by retracing their steps to find mistakes or figuring out alternative ways of approaching a problem rather than giving up; and

 (3) Attribute their failures to insufficient effort, lack of information, or reliance on ineffective strategies rather than to lack of ability. Because the potential payoff--having students who value learning for its own sake--is priceless, it is important for parents, teachers, and school

leaders to devote themselves fully to engendering, maintaining, and rekindling students' motivation to learn.

Conclusion

An endeavour as complex as teaching can easily become stressful and boring when not managed properly. It can also become more and more monotonous when applying traditional methods in classroom management. Managing a classroom means managing students activities and behaviour in a classroom setting at the same time. Different things should be done at the same time. This calls for continuous and frequent analysis. For an effective teaching-learning process to take place all teachers struggle for gaining more knowledge and experiencing more in the fields of classroom management. If the teacher use modern methods the students are more likely to gain knowledge than using the traditional ones. Teacher's personality is what affects the most the classroom management. Teacher should also have some skills on psychology. Teacher's features like; flexibility and self reflection help him/her in providing a better classroom management and a successful classroom in general. Being a teacher means also being able to understand students' problems, and help them solve it. Teacher should also have abilities to understand natural phenomena that affect classroom management and teaching in general, such phenomena that students possess such as: Students variability (psychological, cognitive and cultural), students' internal world (ego - states) etc. By being able to recognize such varieties one will then be able to deal with them properly. So, in order to be successful teachers there are several teaching-related matters to be considered. These kinds of matters are all associated to the teaching methods or strategies. Being a successful manager of students' behaviour and of the organization of the classroom activities in a classroom means having considered all of the above-mentioned tips, methods and strategies of classroom management

Behaviour management

Behaviour management, also called behaviour modification, attempts to guide and motivate individuals to change their actions or interactions in certain settings. For instance, teachers use behaviour management at a classroom level to introduce rules against interrupting other students. Teachers also use behaviour management with individual students to modify bad habits, such as getting up out of their seats when they should be seated. Parents, therapists, medical professionals and employers can use behaviour management approaches.

Features

Behaviour management includes recognition of the problem or negative behaviour, education about replacement behaviours, alterations to the individual's environment to reduce the negative behaviour, positive reinforcement to support the new behaviour and negative reinforcement to discourage the improper action. Behaviour management planning may include behavioural analysis and data collection, education and role playing, along with the institution of contractual agreements.

Effects

If applied correctly behaviour modification techniques never fail. When applied inefficiently or inconsistently, however, the result is less than desired change. With the implementation of all aspects of a behavioural modification plan, an individual is encouraged by correct choices and discouraged from the negative behaviour.

Discipline in the secondary classroom: a positive approach to behaviour management takes time. Teachers, parents, employers and others who apply behaviour management techniques often place an overemphasis on implementation of the negative consequences. While negative consequences are essential, they should be instituted in combination with all other aspects of a behavior modification plan. Educational Psychology Interactive suggests that punishment alone may increase hostility and should be used infrequently and in combination with positive reinforcement.

Expert Insight

Behavior management works even for particularly egregious behaviours, including disobedient, rebellious children and physically aggressive teenagers. "For several of my families," states Dr. Katherine Reiter, owner of Creative Case Management in Asheville, North Carolina, "I recommend a parent coach to help them with their child's challenging behaviours. The parent coach encourages families to look at all aspects of helping their child change, not just discipline."

When someone mentions behaviour management, our first thought may be about controlling students or stopping them from performing improper behaviours. We spend a great deal of energy managing students so that inappropriate behaviours will not occur. However, successful termination of inappropriate behaviour is no assurance that appropriate behaviour will take its place. One of the most frustrating problems encountered by parents and teachers of students with learning disabilities (LD) is not the student who obviously engages in overtly antisocial behaviours, but rather the one who simply fails to execute the appropriate behaviour for a given circumstance or setting. This problem is often labelled a social skill deficit. Students with LD may display social skill deficits that are either skill-based or performance-based. In other words, either the skill may not be in the student's repertoire or the student may have acquired the skill but it is not performed at a satisfactory level. Effective intervention requires identification and remediation of the specific type of deficit exhibited by the student.

Skill-based deficits

A skill-based deficit exists when a student has not learned how to perform a given behaviour. For example, a student who has not learned to do long division could be said to have a long division skill deficit. Likewise, a student who hasn't mastered the skill of greeting others properly may have a skill deficit in that area. Few parents or teachers would punish a student for not knowing how to do long division. Unfortunately, however, we sometimes become angry with students when they don't exhibit the social skill we want them to display. Reprimands and loss of privileges are common reactions. A critical issue is whether the student actually possesses the desired skill. If not, it is unfair to demand that it occur or scold the student if it doesn't. Our anger and punishment can only add to the frustration of the student who knows he or she did something wrong, but has no clue as to how to fix it. We may decide if a student has a skill deficit by observing whether the desired skill has ever been performed. If not, one may assume that the skill is not in the student's repertoire. This may be tested further by providing strong incentives to perform the desired behaviour. If the student fails to execute under these conditions, it is likely that the problem stems from a skill deficiency. The bottom line: don't scold or reprimand the student for having a skill based deficit; instead, teach the skill.

Teaching social skills

Usually, a skill-based deficit is due to lack of opportunity to learn or limited models of appropriate behaviour. Even given the chance to learn and the appropriate model, students with LD may not learn these skills incidentally or spontaneously. In these instances, direct instruction, or skill training, is compulsory. The same principles apply to teaching social skills

as to academic skills: provide sufficient demonstration/modelling, guided practice with feedback, and independent practice.

Hazel, Schumaker, Sherman, and Sheldon Wildgen listed eight fundamental social skills which can be taught through direct instruction:

1) Giving positive feedback (e.g., thanking and giving compliments),
2) Giving negative feedback (e.g., giving criticism or correction),
3) Accepting negative feedback without hostility or inappropriate reactions,
4) Resisting peer pressure to participate in delinquent behaviour,
5) Solving personal problems,
6) Negotiating mutually acceptable solutions to problems,
7) Following instructions, and
8) Initiating and maintaining a conversation.

They recommended teaching these skills by providing definitions, illustrations with examples, modelling, verbal rehearsal, behavioural rehearsal, and additional practice. Likewise, Walker, Colvin, and Ramsey recommended a nine step direct instructional procedure,. The steps include:

1) Definition of the skill with guided discussion of examples,
2) Modelling or video presentation of the skill being correctly applied,
3) Modelling or video presentation of incorrect application,
4) Review,
5) Modelling or video presentation of a second example with debriefing,
6) Modelling a range of examples, coupled with hypothetical practice situations,
7) Modelling or video presentation of another positive example if needed,
8) Role playing, and
9) Informal commitment from student to try the skill in a natural setting.

In summary, students with LD who have not acquired social skills are not likely to learn casually or incidentally. Intervention for skill-based deficits should focus on direct instruction of the skill. Effective instructional methods include demonstration/modelling with guided practice and feedback.

Performance-based deficits

A performance-based deficit exists when the student possesses a skill but doesn't perform it under the desired circumstances. This may take place if there is a problem with either motivation or with ability to differentiate as to when to exhibit the appropriate behaviour.

Motivational deficit

When a motivational deficit exists, the student possesses the appropriate skill, but doesn't desire to perform it. A motivational deficit may be hypothesized if observations reveal that the student has acquired the desired skill, but motivational conditions are not sufficiently strong to elicit it. The hypothesis may be confirmed if the student performs the behaviour following introduction of a motivational strategy. For example, in the area of conversation skills, we may suspect that a student is capable of interpreting cues from peers that show that it is someone else's turn to talk, but instead chooses to disrupt. This theory may be confirmed if the student waits to speak when rewarded for taking turns. The student could then be considered to have a motivational deficit. In situations such as this, behavioural interventions are effective.

Motivational strategies

Parents and teachers of students with motivational deficits can manipulate contingencies that will encourage performance of prosaically behaviours by using the principles of Applied Behaviour Analysis (ABA). The steps include defining the target behaviour operationally, identifying antecedents and consequences related to the behaviour, and finally developing and carrying out a plan to alter the antecedents and consequences so that the desired behaviour will take place. For instance, the behaviour of "interrupting" may be defined as "speaking before your partner has completed his or her sentence." The antecedents to this behaviour may be poor models and the result to interrupting may be attention from the listener. The next step is to build up a plan which encourages turn taking during conversations. An antecedent technique may be to remind the student about taking turns prior to a conversation and a consequence may be to pay attention only when the student waits his or her turn prior to speaking. Good school/home communication and collaboration can make sure consistency of carrying out the plan in both settings.

Most students of Applied Behavior Analysis (ABA) who have succeeded at a self-improvement program such as a diet or exercise regime will confirm that the principles of ABA can be effectively used on oneself. Boss and Vaughn postulated that these same principles can be taught to adolescents so that they can apply a self-management program. The adolescent with LD would first learn to recognize the behaviour he or she wants to change, and then identify the antecedents and consequences connected to the behaviour, and, lastly, develop an intervention which alters the antecedents and provides consequences that will maintain the desired behaviour. A further suggestion would be to have the adolescent chart his or her progress toward a self-selected reward. To summarize, once recognized, motivational deficits can be remediated using behaviour management techniques, either by the adult in the situation, or by the student in question.

Discrimination deficit

A student with a discrimination deficit has the desired skill in his or her repertoire, is motivated to behave properly, but can't discriminate, (i.e., doesn't know when to exhibit the desired behaviour). A discrimination deficit may be confirmed if the student often performs the desired behaviour, but fails to perform it under specific conditions. This may be due to an incapability to pick up relevant information from social situations. When a discrimination deficit exists, the student possesses the desired behaviour but may not be sure as to when, where, and how much to engage in that behaviour.

Bryan reviewed research on social competence of students with LD. Most studies found that students with Learning Disabilities (LD) had poorer social cognition than non-disabled or low achieving students. A deficit in social cognition may be apparent in a student who is oblivious to social cues or who lacks understanding of the social demands of a situation.

The hidden curriculum

Students with LD may not display appropriate social skills because they do not understand the hidden curriculum ascertained by more socially adept student. Lavoie suggested assessment of the student's knowledge of the hidden curriculum as a step in teaching the student to differentiate the appropriate behaviour for a given situation.

The first step is to determine the hidden curriculum, or culture, pertaining to the school the student attends. For instance, what extracurricular activities are viewed by others as important? What are the hidden rules governing social functions? What is the administrative framework? Which teachers emphasize completion of daily assignments, punctuality, and/or class participation? This information can be obtained from teachers, support staff, and school publications such as the yearbook or school newsletter.

Once the hidden curriculum is identified, the next step is to evaluate the student's knowledge in key areas. There are many things which we may take for granted about which the student may be embarrassed or incapable of obtaining an explanation. Specifically, the following questions should be answered:

Does the student understand how the schedule works? Does the student know how to get from one place to another in the school building? Is the student aware of the requirements for participation in extracurricular activities, including deadlines and eligibility procedures? Can the student identify the social cliques? Can the student identify support staff (e.g., the school nurse, the guidance counsellor)? Does he or she know how to gain access to their services? In short, the hidden curriculum must first be recognized and then the student's level

of understanding of it must be assessed. Only then can information be provided to the student to fill in the gaps.

Teaching discrimination

A common characteristic of students with LD is impulsivity, the tendency to act without considering the consequences or appropriateness of one's behaviour. This may be seen as an interfering behaviour. However, what on first glance appears to be impulsivity may in reality be an incapability to understand the limits of acceptable behaviour. Acceptability of behaviour frequently varies according to the setting or circumstance. For example, a student may not know which teachers tolerate conversation and when it is appropriate to talk with peers. What is acceptable behaviour on the playground may not be acceptable in the classroom.

An educators must help students learn to discriminate among the behavioural options in each school situation and match that situation with the proper behaviour pattern. Some social skill problems occur simply because students do not understand how to read environmental cues that indicate whether or not a behaviour is acceptable. In brief, when there is a discrimination deficit, we must help the student size up the social situation and determine what to do. If the student cannot differentiate, we must teach what is acceptable in a given circumstance.

Lavoie introduced a problem solving approach to teaching discrimination called the social autopsy. A social autopsy is the examination or inspection of a social error in order to determine why it occurred and how to avoid it from occurring in the future. When a student makes an academic error, we provide the right answer and make use of the mistake as an opportunity to learn. In other words, we teach the student how to "fix" the mistake. Similarly, Lavoie suggested that instead of punishing the student for making a social mistake, we should examine it and use it as an opportunity to learn. The process involves asking the student, "What do you think you did wrong? What was your mistake?" By actively involving the student in discussion and analysis of the error, a lesson can be extracted from the situation which enables the student to see the cause effect relationship between his or her behaviour and the consequences or reactions of others.

Underlying the social autopsy are the following principles:

Teach all adults who have regular contact with the student to perform social autopsies. This includes family members, custodial staff, cafeteria workers, bus drivers, teachers, secretaries, and administrators. This will encourage generalization by making sure that the student participates in dozens of autopsies daily. Conduct social autopsies instantly after the error

occurs. This will give a direct and immediate opportunity to demonstrate the cause and effect of social behaviours. Use social autopsies to analyze socially correct behaviours as well as errors. This will provide reinforcement which may help the student in repeating the appropriate behaviour in another setting. Help students recognize and classify their own feelings or emotions. There are several advantages of this method: (a) It uses the sound learning principles of immediate feedback, drill and practice, and positive reinforcement; (b) It is constructive and supportive rather than negative or punishing; (c) It provides an opportunity for the active involvement of the student, rather than an adult controlled intervention; and (d) It usually involves one-on-one assistance to the student. To summarize, limited awareness of the conventions of behaviour and inability to decode the hidden curriculum and social cues add to deficits in discrimination of social skills. Interventions for students with these problems should be geared toward helping the student analyze the components of social situations so that discrimination can take place.

Self-control

Interfering or competing behaviours may interrupt the student's ability to learn or display appropriate social skills. Such problems can add to both skill and performance deficits so that a student may have trouble either learning a new skill or performing it when appropriate. Common interferences experienced by students with LD are impulsivity (the tendency to act without considering consequences or to select the first solution that comes to mind), distractibility (tendency to focus on minor details, to pay attention to everything), and perseveration (repetition of behaviour due to inability to change motoric or verbal responses; inability to shift gears). Hyperactivity (excessive motor activity) can also interfere. Either a systematic behavioural approach or self-management techniques may be helpful, depending on the student, the situation, and the interfering behaviour. For the distractible student, self-monitoring and charting of attention or work completed may be helpful. Students who are impulsive can learn problem solving strategies which force them to dissect problems and evaluate possible consequences.

Conclusion

In conclusion, remediation must be directly related to the type of social skill deficit. If the student has a skill-based deficit, the proper intervention strategy is to teach the deficient skill. If motivation is a problem, behavioural interventions are appropriate. If the student has difficulty discriminating what is the acceptable behaviour for a given circumstance, we must provide the information required so that discrimination is possible and assist the student in analyzing positive social behaviours as well as social errors. Interfering behaviours must also be considered. Educators and parents can do much to improve social skills problems by

discriminating whether social skills deficits are skill based or performance based and designing interventions accordingly.

Creating a Safe Classroom Environment

Creating a classroom that is organized and that is characterized by mutual respect makes it a lot easier to teach effectively, and one of the most important things teachers can do to encourage learning is to create classroom environments where students feel safe. If you're using interactive approaches such as small groups and cooperative learning, it is particularly important to create a classroom where students feel secure asking questions and contributing to discussions. Students need to feel safe in order to learn and participate. There are a number of things teachers can do for effective classroom management. Here are some suggestions:

- First, be sure the classroom is clean, arranged, and inviting. Look at your classroom and ask yourself if it is a place that is distracting, or a place that motivates students to do their best. If there are papers on the floor or things falling out of desks, it is distracting.

- Arrange your classroom so that you have all the resources you need – all the books, calculators and materials – right where you can find them, within easy reach, so that you never have to discontinue teaching or turn your back on your students.

- Place mirrors next to the dry erase board and the chalk board so that even when you may have to turn your back to write on the board, you can still keep an eye on students thus making it easy to supervise your students.

- Ask students to write on the board for you. It motivates students to be directly involved, it helps them develop a basic skill –writing so that others can read what they write, and most significantly, it will save your work and allows you to keep your face to the students. Keeping your face to the students is essential for good classroom control, especially when you're using active teaching methods that invite student participation. Involved students are not going to be quiet, and being able to monitor their behaviour helps keep things orderly. In the long run, engaging students in learning will make all your teaching more effectual.

- Arrange the physical space of your classroom for movement and interaction. Make it easy for students to pull their desks together to do small group work. Set it up so that it is easy for you to walk around. Your movement around the classroom helps make your teaching more engaging. It also helps with classroom control.

- Make it safe for students to partake and ask questions. No matter what a student says, make it a habit to answer with respect. Model respect for your students, and teach them to show respect for one another.

- It is also essential to think about the environment of the school, beyond the classroom. When you stand in the hallway or cafeteria, what do you see? What do you hear? Some schools feel like prisons, where students may not even be permitted to talk, and students may seem too obedient. Other schools can be totally out of control. Both extremes are likely to take something away from the learning experience. Work collectively with other teachers and administrators to support positive interaction among students. If you want students to be interactive and engaged in your class, what happens at school after they leave your class also matters?

- Some schools have given a lot of consideration to what happens in all areas of the building, working hard to make certain students are always well supervised by adults. They may have taken additional measures to cut down on fights by improving traffic flow through the hallways by staggering the times classes dismiss, or removing obstacles such as trash cans. Be conscious of the environment in your school and classroom. When you create a climate of safety and respect, learning will follow.

- Convey your enthusiasm and interest for the subject: Your whole body language and voice must convey the message that there is nowhere else you'd rather be. Many professors like to walk among the students, and have their whole body and voice reflect their great interest with the subject matter. Classes are much more engaging when teachers are moving around and not sitting still. When students see their professor's passion, they want to take part.

- Create a welcoming environment: Effective teachers create welcoming classroom environments that stimulate students to succeed. They are dedicated to excellence in teaching. This manifests itself in enthusiasm, responsiveness to students' e-mail and office visits, and readiness to go "beyond the call of duty."

- Encourage a sense of belonging and respect: Students want to feel as if they belong in the class and that they have friends there. The atmosphere must be inclusive and trusting so students feel their views are heard and appreciated.

- Motivate high performance: Students should take risks, and teachers should dare students with more work than they think they can handle, encouraging them to develop high-level critical and analytical thinking skills. Demand that your students push themselves further than they generally do.

- Promote active engagement: Lecturing may work sometimes, but even dynamic lectures can be monotonous for students. Most students learn more when they are actively occupied in their own learning through responding to lectures with questions and comments, participating in class discussions, and through active learning exercises.

- Sit in a circle: For a small class, give the students a sense of community by sitting in a circle. This gives rise to dialogue and provides space for intentional and respectful engagement.
- Make every class writing-intensive: Writing has a main role in student learning and engagement, and in promoting critical thinking and intellectual curiosity. Incorporate a variety of writing assignments all through the semester, informal and formal, in-class and out-of-class, "thinking" pieces, interpretive essays, research papers, reports and journals. Students not only learn to write, but they also write to learn.
- Manage large lecture-based classes: If you have a large lecture-based class where many of the above ideas are inappropriate, you might try the following ideas. Chat informally with students before class and endeavor to learn the names of some students. Set out a box by the door for feedback — questions, thoughts, suggestions, ideas, opinions, commentaries, critiques, etc. Begin or end your lectures with items from the box. Declare at the beginning of the lecture that you will ask a student to recapitulate the lecture at the end of the class. Or less threateningly, have students spend three minutes at the end writing up the major points, or have them write the most essential thing they learned. And have students stand up and stretch in the middle of class, no matter what the size. Make eye contact as you lecture and try to make eye contact with each student equally. Don't give the feeling of teaching to the front of the room or only to a select group or population of students.
- Some classrooms don't have clocks where staff can see them, so it might be helpful to select a timekeeper whose purpose is to inform you when discussion time is up and transition is needed.

Safety consideration:

Safe practices help to ensure the safety of students and teachers and can help avoid damage to equipment and facilities. Teachers are needed to give sufficient supervision and quality instruction in the delivery of relevant, well prepared, engaging and motivating content and activities to make sure the health and safety of those in their care. The level of supervision and instruction needs to be commensurate with the maturity and skill level of students. In planning classroom activities, a risk management approach needs to be taken. Teachers need to recognize possible hazards, assess risks and select the most suitable way of eliminating or controlling them before undertaking activities with students. Teachers and staff with classroom responsibilities should have a good understanding of duty of care, safety in the classroom, child protection and student welfare. These issues should be discussed frequently in staff meetings, faculty and stage meetings. Key points

Teachers should:

♦ Plan for the safety of students, taking a risk management approach to school activities

♦ Take into account the learning outcomes against the hazards and inherent dangers of engaging in activities.

♦ Develop class behaviour rules and consequences

♦ Establish clear and workable routines for entering and leaving rooms, moving around the classroom and school, distributing and collecting materials and resources, manual handling and working independently or in groups.

♦ Assess and manage risks in specific subject areas e.g. Science and Visual Arts.

♦ Avoid hazardous activities where their own level of skill or knowledge may be limited

♦ Use resources, including machinery and equipment, appropriate to the maturity and skill of students.

♦ Instruct students in safety issues, such as safe use of equipment prior to commencing each activity

♦ Ensure appropriate use is made of all safeguards, safety devices and personal protective equipment.

♦ Ensure sufficient workspace is available for students to work safely.

♦ **Provide students with appropriate workplace health and safety information and training**

♦ **Implement the school's student welfare and discipline code.**

♦ **Adhere to sun protection guidelines during outdoor activities.**

♦ **Follow sound behaviour management practices.**

♦ **Address the welfare and safety needs of special needs groups.**

♦ **strictly follow child protection guidelines.**

♦ **Take reasonable care of them in the classroom.**

♦ **Use appropriate ladders or approved devices if working above ground level e.g. Hanging displays. Do not work with feet at heights over 2 meters. Only mature students should be allowed to work above ground level, with instruction and supervision.**

♦**Chairs, wastebaskets, electrical cords, and other articles should not be left where they will become a tripping hazard.**
♦**Desk drawers, cabinet doors and file drawers should not be left open while unattended. Pull only one drawer out at a time. Heavier items should be loaded in the lower file drawers to prevent the file from tipping over.**

♦ **On all hand-operated paper cutters, the blade shall be left in the "down" position when not in use.**

♦**Walk slowly and cautiously up and down stairs and use handrail, whenever possible.**

♦**Do not sit on the edge of a chair. Do not sit in a straight chair tilted back toward or against a wall. Do not sit on students' desk.**

♦**Do not stand in front of closed doors, which may open suddenly.**

♦**All electrical equipment should be turned off when not in use. Always unplug electrical equipment by grasping plug, not cord.**

♦**Pencil sharpeners should be mounted so as not to protrude.**

♦**Broken glass and other similar material should be thoroughly wrapped before disposal in waste cans.**

♦**Promptly report all defective materials that need repair or replacement.**

Large Class Management

Classroom management begins the moment you first step into the classroom on day one. It is significant to set the classroom culture on the very first day of class. A great way to do this is through the establishment of class rules. Some teachers merely dictate their class rules and expect students to follow them. We feel this may not be best as it excludes students from the process of forming the classroom culture. We strongly feel students should be incorporated in this stage since they are obviously integral members of the classroom. Rather than simply dictating classroom rules, have an activity where students decide in groups what class norms should be introduced. This can prove to be a great ice-breaking activity as students often come up with creative and absurd rules. This can help to produce a more comfortable atmosphere on the first day of class. If students help to make the rules, they will be more inclined to follow them. If a student forgets to follow the norms, a simple nod in the direction of the poster is sufficient to get them on track. Student involvement in the creation of the norms is really imperative so that the teacher can simply remind the students that they are not following the norms that were created collectively.

For public school teachers who have large class sizes (30-40 students), a great classroom management technique is to use an on-going group merit/demerit point system. If students are given merit/demerit points based on groups, this will help them regulate themselves, thus shifting the responsibility from you to your students. Peer pressure can be exerted in powerful ways. In elementary schools, it's essential to have a merit/demerit score chart visible for all students to see so that they can track their progress. Each class, students can receive points/stickers based on their performance either at the end of each month or at the

end of the semester. An on-going reward system set up in this way is far more successful than giving daily 'candy' rewards to students.

Teachers at Suseo Elementary School use a large board that has 5-6 vines running vertically (one vine for each group). At the bottom of each vine is a cut-out of a monkey. The teacher calls it "Monkey Up/Monkey Down." Whenever groups display positive behaviour – volunteering answers, helping their group members, etc. – their group's monkey goes up one notch on the vine. If groups exhibit negative behaviour, their group's monkey goes down one notch on the vine. At the end of class, groups who reach the top of the vine get a sticker at the end of the semester. This method is quite helpful as students can track their progress on the board. It really promoted cooperative learning and team work among group members.

For middle and high school teachers, with older students, a slightly different strategy is needed. Rather than giving points that go towards an on-going reward, teachers in secondary schools should have the merit/demerit system attached in with students' grades. If you are a foreign teacher working in a public school, talk to your co-teachers before the semester starts and inquire that some percentage of students' final English grade be allocated to your classes. 10-15% would be perfect, but even 5% would be enough to make students want to earn full marks, especially with students in upper grades where the educational environment can be somewhat competitive. Without allocating some percentage points of students' final English grade to your class, it can be extremely hard for you to control your students. If students know that they are not being graded in your class, they may not take your class seriously and instead see your class as a 'break time' from regular schooling.

For university teachers, since you are generally responsible for the entire English grade of your students, it should be easier for you to make rules with your students and execute a merit/demerit system with consequences that will affect their overall grade. It is essential to clearly spell out your system to your students and let them know how they will be given/deducted marks on the first day of class. It is also important to keep a weekly record so students can track their development during the term. At the end of the term, the weekly record will come in handy when students ask you for grade adjustments, as you will have something concrete to show them why they received the grade you gave them. Transparency is the key here.

It's also essential to merge the ideas mentioned above with other essential teaching methods and techniques. These comprise using verbal and non-verbal cues, reducing teacher talk, asking comprehension check questions, and modeling activities fully.

Essential Strategies for Teaching Large Classes

Teachers don't like large classes. They struggle and complain and of course grin or you can make the commitment to make your large class as effective as a "normal" class. When a class is large, you have to overbuild your classroom management structures. You can do almost everything in large classes that you do in smaller ones; you can make them as student centered as smaller classes, but you have to do it more explicitly and routinely.

Common Problems in Large Classes

Classroom Management- When you talk to one group, another group is goofing off. Learning everyone's name is difficult. It's hard to get students to pay attention. Cheating can become a problem when you can't be everywhere at once. In a large class, there's more possibility that making one student happy will make another student unhappy. Everything takes more time. Space and an adequate amount of materials become classroom management problems: Teachers can't check groups if there's no space to walk around the room, and if you have 100 students, can you regularly make 100 copies?

Assessment- Assignments and giving written feedback take much more time. Grading can be more complex. With oral activities, it may be hard to know who is succeeding in a large class because it may be tough to know what errors are being made by whom.

Differentiation- How do you keep good students engaged if they finish quickly? What about the struggling student who can't keep up? You can't spend extra time with that student when you have so many others to pay attention to. How can the student be permitted to partake according to her or his abilities?

Five Essential Strategies for Successful Large Classes

Use structured groups consistently- To learn languages, practice is necessary. In large classes, teachers have to make ways for students to practice without continuous, direct teacher monitoring—structured groups are the only way to accomplish this. Using groups allows students to be self-managing and allows more time for practice. Groups can be formed in almost any class. Even when desks can't be moved, having the front students turn back and the back students turn forward can make pairs or groups. Grouping strategies also seldom allow better student support for struggling students when the teacher sees the need but lacks the time, because she can pair a stronger student with a weak student as a provisional "stand in" for her own guidance.

Routines rock- To do in large classes what you do in small classes, structures must be much more explicit and consistent. If the routines are the same every day, students need less specific assistance and can function more independently. Classroom management problems can be solved with clear, consistent rules. Some common large class routines comprise having

predictable sequences for every class; emphasizing the goal and steps of instruction at the beginning of every class; establishing patterns for how students move in and out of groups; and having fixed activities suitable and engaging for each student if a group should finish its task early. Teachers may need to use local language in class more (at least initially) to make sure students are clear on all rules and instructions of classroom routines.

Increase student responsibility- This leads to enhanced learning and more class discipline. Because teachers do not have enough eyes to monitor every group of students, it is essential to create routines in which students scrutinize themselves and students monitor (and support) each other. Assigning regular team leaders who communicate with the teacher, and assigning other team members ongoing roles in carrying out learning activities helps make everyone more accountable.

Emphasize positive behaviours to improve classroom management- By making obvious to students what good behaviours are, by praising students who perform good behaviours, and by asking students to describe or model good behaviours when questionable behaviour occurs, you create a class focused on good behaviour. In large classes, building habits of good behaviour creates a culture that tends to lessen behavioural disruptions. Too often, students don't know what good behaviour is, or how significant it is. Focusing on good behaviour also reduces the resentment that comes when the teacher must address problem behaviour.

Peer and self-assessment are musts in large classes- Peer and self-assessment in large class is helpful but do not ask students to grade each other. They provide checklists to *emphasize* and *implement* practices that the teacher wants students to adopt. This way, when assignments arrive on the teacher's desk, they have at least been reviewed twice and may have fewer errors to correct. In requiring *transparency* (we have to be clear on rules, expectations and means of assessment), in showing *respect* (students will not take on additional responsibility if they are not going to be valued for their effort), and in operating in *trust*, (students have to become the teacher's eyes and ears and the students need to know that the teacher won't suddenly change the rules), we create a state of balance between autonomy and collaboration where learning and community can prosper.

Classroom management: teaching mixed-ability classes

This is a very common problem. Most, if not all, language classes comprise of students of mixed abilities. This happens for a number of reasons, but mostly because of different learning styles, different learning speeds, variations in motivation and, very frequently, as a result of logistic decisions. Very often the teacher is faced with a class with two or more distinct levels of ability and has to deal with the problem of how to meet the necessities of everyone in the class. A fundamental step, however, is to speak to the class about the

situation and to present it to them as an ordinary situation and one that the class as a whole has to deal with. This is possibly best done in the mother tongue of the students. As most of the solutions to the problem depend on collaboration between the members of the class, it is essential to stress the need for teamwork and for the class to utilize English whenever possible in classroom communication.

The use of pair and group work is necessary if you are to engage all the members of the class. A fundamental technique here is the use of questionnaires and interviews. By pairing off weaker and stronger students and involving both in the preparation and implementation of the questionnaire you should make sure maximum participation of all the students. You can then get the weaker students to interview the stronger ones and vice-versa. Obviously, this may be annoying for the stronger ones, but if they are able to see their role as that of "helper" or even mentor, it may also have a positive outcome.

A second area of activity that can be productive in mixed ability classes is project work. Again, this can work effectively using mixed groups where the stronger help the weaker, but another approach is to form groups that are at roughly the same level and assign different tasks that are appropriate to the level of each group. By adjusting the complexity of the task, you can make sure that each group has a task that it can carry out fruitfully, thereby providing the correct level of challenge for the higher level students and not de-motivating the weaker ones.

A third area is that of homework. If you give the whole class the same homework task irrespective of level, then you will have to expect very mixed results. The purpose of homework should be to consolidate class work. To this end, giving weaker students less challenging tasks can help both to motivate them and to give them further practice in areas of the language which they have not yet mastered. Assigning more challenging tasks to the stronger students in the group should ensure that they remain motivated and carry on making improvement. It is more work for the teacher but, eventually, it should produce results.

Finally, be diplomatic in your questioning techniques. Try to avoid putting weaker students "on the spot" by nominating them to be the first to answer a question in open class. In its place, try to encourage a culture of thoughtful listening in the classroom so that you ask a stronger student first and then ask a weaker student to repeat the answer. It may take time but, once this style of interaction becomes habitual, it can be very productive in terms of class dynamics.

Teaching Mixed Ability Classes

What are mixed ability classes?
Mixed ability or 'heterogeneous' classes are terms used to describe classes made up of students of different levels of ability. These terms are misleading as no two learners are really similar and 'homogeneous' classes do not actually exist. All classes are to some degree made up of learners who differ in many ways. They may have different strengths, weaknesses and approaches to learning. They may respond in a different way to various teaching methods and classroom situations.

Mixed Ability Factors
There are many factors that influence the characteristics of the learners that make up one single class. Some of these factors consist of:

- Age or maturity
- Intelligence and multiple intelligences
- Learning style
- Language aptitude
- Language levels
- Mother tongue
- Learner autonomy
- Motivation or attitude towards the subject
- Cultural background

Possible problems teachers may face
Teachers may come across a number of problems when teaching in mixed ability environments. Some of the challenges teachers of mixed ability classes may face include:

Discipline - Teachers may find their mixed ability classes disorganized or difficult to control. Discipline problems crop up when learners feel frustrated, lose concentration, get bored, or behave in a disturbing manner. Some reasons why mixed ability classes may be more difficult to control may be because different learners may find the subject matter easier or more complicated to grasp, weaker learners may need more assistance from the teacher, or more advanced learners may dominate aspects of the lessons.

Interest – Learners may vary in their learning styles, motivation and interests. Teachers of mixed ability classes may find it hard to provide content and activities that are motivating and interesting to all learners in a class.

Effective learning for all – In mixed ability classes it is difficult to give effective learning for all learners. The content or activities in a lesson may be too simple for some and too difficult for others.

Materials – Materials are generally rigidly aimed at a certain kind of learner and may not provide teachers options or flexibility.

Individual awareness – Teachers may find it hard to get to know and follow the progress of all learners in a class. In classes where there are many differences, teachers are not capable to devote time and attention equally to all learners.

Participation – In mixed ability classes, more superior learners tend to participate more enthusiastically than weaker learners. Lack of participation or attention from the teacher, may further have an effect on weaker learners proficiency in the subject.

Correction – Teachers may feel overwhelmed by the marking load and may also not feel equipped to deal with the errors made by a student. For instance a subject teacher may not feel at ease correcting a learner's language errors.

Advantages of teaching mixed ability classes
Due to the frustrations felt by teachers teaching mixed ability classes, it can sometimes be hard to see the advantages of teaching mixed ability classes. There are various advantages to teaching mixed ability classes. In Mixed ability classes learners come to class with different knowledge, experiences opinions, ideas and interests which can be drawn on to provide interesting, varied student-centered lessons. Such diverse classes are interesting to teach and provide greater chance for innovation and creativity. There is 'educational value' in mixed ability classrooms, as through their interaction, students can help and learn from each other. Learner autonomy is developed in such learning environments, as teachers may not be able to always be inclined to the individual, learners help or teach each other, work together or individually. Mixed ability classes offer opportunity for teachers to develop themselves professionally, as teachers require adopting a problem solving approach to the difficulties they face and experiment with a range of teaching approaches. Tomlinson aptly stated that 'A secure teacher comes away from today with important questions to puzzle about overnight and the belief that today contains insights necessary for a more effective tomorrow.'

Why learn to manage mixed ability classes?
Teachers may feel annoyed by the challenges they face in their mixed ability classrooms and may not know how to create successful learning and teaching environments that meet the needs of all learners in a single class. Bremner states that the 'biggest stumbling block to effective mixed ability teaching would seem to be teacher attitude. Teachers lack the knowledge of strategies to use in the classroom for a wide range of ability.' Teachers who are well-known with the different abilities and needs of their learners and make use of mixed ability teaching strategies effectively are much better equipped to meet the diverse learning

needs   of   their   learners.

Strategies   for   teaching   mixed   ability   classes: Some valuable strategies for managing mixed ability classes are listed below:

Supportive learning environment – **It is important to create a supportive learning environment in the classroom, where learners feel confident and able to perform to the best of their ability.**

Classroom management – **By managing classes effectively, teachers can make sure that learners will be occupied as much as possible in the lesson. Classroom management techniques contain organizing the classroom layout for maximum learning potential, involving all students learning and using learners' names, teachers cultivating a positive attitude through their own attitude to the class, praise and encouragement, grading and using relevant teacher talk, using the board effectively and managing learning activities by giving good instructions, asking concept checking questions, using pair and group work, setting time limits, monitoring the activity and including feedback on the activity.**

Learning to learn – **Teach learners about different learning styles and the different learning strategies for visual, auditory and kinaesthetic learners. Teach learners how to be resourceful so that they know where to look for help if they get stuck. Provide learners with the goal for the lesson and motivate learners to evaluate and assess whether they have achieved the goal by the end of the lesson.**

Variety – **Vary topics, methods of teaching, focus, materials and activities. Variety will produce learner interest and motivation; and lessons will accommodate different learners' levels, abilities and learning styles.**

Grouping – **Use a variety of interaction patterns in class. Learners should work in groups, pairs and individually. Groupings should be altered often, thereby giving learners a chance to work with different learners.**

Pace – **Teachers must be careful of the pace of their lessons. Teaching a class too slowly or too quickly may lead to monotony or frustration. A teacher must be aware of his/her learners' abilities and pitch the pace of the lesson accordingly.**

Interest – **Teachers need to make the lessons interesting in terms of content, topic and activities. To discover what interests the learners, teachers could find out what interests the learners outside the classroom, permit learners to share their interests with the class through project work and personalization activities, such as 'show and tell', or allow learners to choose the content, topics or activities for lessons, where appropriate.**

Collaboration – Getting learners to work together and cooperating has a number of benefits for the learners and teacher. Learners develop their learner autonomy and learn from their peers, rather than always being dependent on the teacher. Learners who work together on tasks learn how to cooperate, negotiate and develop self-evaluation skills. Collaboration tasks can involve project work as well as pair or group activities.

Individualization – Hess describes individualization as 'providing opportunities for students to work at their own pace, in their own style and of topics of their choosing'.

Personalization – Ur suggests including activities which allow learners to respond personally. Such tasks increase learners' enthusiasm and interest as they are based on something the learners have experienced and can relate.

Blooms taxonomy – Make use of higher order thinking skills by offering learners with problem-solving, analysis, evaluation and synthesis activities, rather than only comprehension tasks.

Open-endedness – Open-ended activities allow learners to react to tasks and questions which have a number of possible answers rather than one correct answer. Open-ended tasks allow learners to perform at their level of ability. Such tasks consist of sentence completion activities, story completion activities, brainstorming, writing own definitions for words, and answering questions in a range of ways.

Compulsory plus optional tasks – Ur suggests learners are assigned compulsory tasks with additional materials should they finish the core tasks. By setting compulsory plus core tasks, all learners are occupied and can feel a sense of achievement when completing a task.

Adapting materials – Course books are designed for a particular language level and do not offer much flexibility. As a consequence teachers may need to adapt the materials to make them easier or more challenging.

Homework – Homework is an excellent tool to give learners of all levels and abilities with an opportunity to evaluate and consolidate the material covered in class.

In reality, every class can be described as a mixed ability class as it is made up of learners who are different in terms of their knowledge and ability. Studies have revealed that teachers who view their learners' differences in a positive way and embrace strategies for teaching mixed ability classes are better equipped to teach in mixed ability classroom.

CLASSROOM ADMINISTRATION

Classroom management and administration play a vital role in how smoothly and effectively an entire course or a class period runs. Faculty may likely come across difficulty at times, but there are effective strategies to handle classroom challenges and troublesome students or even emergencies. Careful thought to the policies and procedures that a course is based upon will have a important impact in how that course plays out over a semester. Following guidance on classroom administration can help faculty do everything they can to make sure a smoothly-delivered class that maximizes student learning and minimizes hindrance for both students and faculty.

ESTABLISHING CLASSROOM GROUND RULES

Establishing classroom ground rules can proactively increase student responsibility and help produce a more positive learning environment where all students feel safe and non-threatened. Putting careful thought into their creation and implementation can also help avoid class disruptions, arguments, plagiarism, and cheating.

LEARNING STUDENT NAMES

Getting to know students is a good way for faculty to build a positive bond with them. This strategy can help support positive faculty-student interaction, which in turn can help lessen absenteeism as well as increase student participation and engagement. In large classes, faculty can set up weekly meetings with smaller groups of students which allows for more quality interaction with individual students. Using icebreaker activities can help faculty learn student names as well as help students to be familiar with their peers in the class.

SUPPORTING VULNERABLE STUDENTS

An important part of successful teaching is managing people and this means that providing support for vulnerable students is key to their engagement and academic success. Vulnerable students may struggle due to low self-confidence related to background, socioeconomic status, gender, sexual orientation, or race or to low self-perception about academic or cognitive ability. While it is essential that faculty identify they are there to help students learn and not necessarily solve all their life problems, they can still provide clarification, feedback, and assistance to these struggling students.

REDUCING LATE ARRIVALS

Throughout the course of a semester, it is predictable that there will be students who will arrive to class late due to personal issues, sleeping through their alarms, late public transit, car trouble, or full parking garages. It is a good idea for faculty to know these facts of life and to be flexible and understanding. However, if the delay becomes a frequent and constant problem, it should be addressed as students arriving late can potentially distract other students and disrupt the flow of the lesson. Adjustments to teaching methods can serve as classroom management tools to help decrease late arrivals to class.

WRITING LETTERS OF RECOMMENDATION

In addition to the typical academic assessments in a course, faculty may be asked by their students to give letters of recommendation for graduate school admission or for employment. There are a few questions that faculty should ask themselves before they agree to write letters of recommendation. For instance, do they know the student well enough to write a strong letter? Can they be honest in writing the letter? What are the impressions they have of the student? There are a few key points to consider when writing letters for students including meeting with the student to get to be familiar with them better and being honest with the student if the faculty member has doubts so the student can request a recommendation from another source.

Classroom administration

Whilst every school has their own policy for administrative tasks, here are a few basic guidelines to help you function effectively:

- Student attendance must be recorded correctly.
- Class rolls are legal documents and should be stored carefully.
- Written explanations from parents or caregivers regarding student absence should be kept with the rolls and signed and dated when you receive them.
- Follow up any unexplained absences. Both the School Certificate and Higher School Certificate need satisfactory completion of courses of study and attendance.
- If in doubt, ask for advice from the person in charge of administration – usually the Deputy Principal in primary schools and the Head Teacher Administration in high schools.
- Keep correct records of assessment tasks. This consist whether students have received the task as well as the marks they were awarded.
- Make sure you pass on any communications between the school and home, whether written or verbal

- **If you have to complete an administrative task make sure you do so by the deadline, even if it is short notice.**