

Lecture: 01

Classroom management personifies:

- Effective teaching of content
- Powerful teaching strategies
- An organizational structure to support productive learning
- Effective use of social-emotional domains of learning
- The most successful teachers approach management as a process of establishing and maintaining effective learning environments

Key elements of classroom management

- **School wide discipline through curriculum:** classroom discipline is not possible without school wide discipline, so it is very important to make classroom management a part of curriculum.
- **Classroom discipline:** Both the teacher and students must know how to behave in classroom environment. Schools discipline is such element which the teachers must teach the students at the very start of their schooling.
- **Classroom based rules:** Classroom discipline is made through classroom rules. There are certain rules for both students and the teachers to follow in classroom.
- **Identification of needs of students:** It is very important for the teacher to identify the needs of the students. Management issues in classroom arise because sometimes teacher do not know the student needs.
- **Involvement of major stakeholders:** All stakeholders who are involved in the education of a student must be made aware of the phenomenon of classroom management. The major stakeholders are students themselves, teacher, parents, school administration, and principals.
- **Physical seating in the classroom**
- **Role modeling by teachers and caregivers**

Curriculum - a plan of action for the entire school. The curriculum consists of the ongoing experiences of children under the guidance of the school. It represents a special environment for helping children achieve self-realization through active participation within the school.

The link between curriculum and classroom:

Classroom management needs a school wide commitment. This commitment can only come through an active integration of classroom management principles within the school curricula. It is important to integrate classroom management with school curricula because without this the effective classroom handling is not possible.

Hidden curriculum - that part of the curriculum that while not written will certainly be learnt by the students.

Four dimensions for teaching that a teacher must consider:

1. Content knowledge
2. Pedagogical knowledge
3. Classroom management
4. Social emotional management

Successful teaching and learning environment is not possible unless these four operate at the *same time*.

Social-emotional learning

Social emotional learning deals with the domain of 'affective education' and refers to:

- Social networking
- Communal feelings
- Sharing and caring connections students have in schools

Social emotional learning makes students:

- More pro-social (pro-social means that they are more helpful to others, listen others, take care of others etc.)
- Empathetic
- Concerned towards others in classroom

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Classroom control - Without classroom control, there can be no classroom management. Teachers are the biggest sources to maintain class control.

Teachers need to be:

- **Authoritative:** students must feel the presence of the teacher. Teacher must be in full control, which is what called being authoritative in the class.
- **In command:** A teacher must know how to follow her lesson plan. How students must behave during lesson. How the activities in classroom will be possible? Mastery on the content, pedagogy and management made the teacher in command.
- **Organized**

Students need to:

- Act responsibly
- Follow rules
- Respect teachers
- Take care of peers

Governance of rules – an important element of classroom management. Teaching and learning is a rule governed activity. Students and teachers must stick to certain rules in order to have effective teaching and learning in the classroom.

Rules should:

- Be for every stakeholder.
- Be properly documented.
- Be en-cultured also through the hidden curriculum.

Obligations of Stakeholders

- Abide by rules and regulations
- Maintain discipline
- Build rapport
- Identify problems and solutions

Identification of needs of Problem Students

Who identifies the need?

- Parents
- Teachers
- Administrators
- Peers
- Support staff
- Community

How does the school handle the problem?

- Appropriate policies in place

- Adhere to policies and rules after the problem is identified
- Problems communicated to key informants
- Timely action

Counselling services in schools

Counselling services is the key element of classroom management. Counselling services are needed to identify the behavioral problems.

Behaviors that may require counselling:

- Students who insult others
- Students who tease others
- Students who abuse others
- Students who harass others
- Students who lie
- Students who steal

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Physical seating and classroom management

- Group seating in classroom
- Individual seating in classroom
- Pair seating
- Seating on a carpet etc.

Important things in physical seating and classroom management

- Location of school
- Purpose built campus
- Play grounds
- Class seating plan
- Classroom furniture
- Adequate lighting
- Noise level

Role modelling of appropriate behavior

When teachers have warm and secure relationships with students those students in return show more positive behaviors towards others in classroom.

Teacher's role in the classroom:

- Respect students
- Be emotionally supportive
- Listen to their worries
- Encourage team building
- Show caring attitude towards students
- Take interest in students' lives and pay sincere attention to them

Classroom Management Approaches - the ways that teachers use to establish and maintain conditions that enable students to achieve their instructional objectives efficiently and assist them to learn meaningfully.

Types

a. Overt Management Approaches - in which teachers use as an explicit effort to manage classroom based behavioral and management issues.

b. Covert Management Approaches - which have an implied existence. They are not explicitly stated by teachers but are expected behaviors advocated through a school wide adherence to core values and norms.

Classroom policies

Teacher is the control figure in the classroom and in order to have successful control it is extremely important to have effective policies. An effective policy asserts a teacher's authority and ensures that all students are treated equally. Each student must know the teacher's expectations.

How effective policies can be established:

- State the policies clearly
- All students must know the policies and the consequences
- Policies must be morally binding on all
- Parents must be taken in loop

Policy directions must be on the following:

- Policies on school management
- Policies on classroom management
- Policies on behavior management
- Policies on socio-emotional management

Intimidation - an approach used by teachers to control student behavior. This is an overt approach in which the teacher uses power to regulate student behavior. Most of the practices under intimidation are negative.

Intimidation techniques

Some of the intimation techniques used by teachers are:

- 1) **Threats:** A teacher threatens the student with negative consequences on the breach of acceptable behavior.
- 2) **Sarcasm:** It is a negative approach used by a teacher to demean a student. A student is despised through ironic remarks for not maintaining appropriate behavior in classroom.
- 3) **Ridicule:** A students is mocked at by the teacher as a way to make him/her embarrassed
- 4) **Disapproval:** Misbehavior is overtly disapproved by the teacher verbally and through the use of negative undertones.
- 5) **Physical force:** A teacher physically abuses a student for failure to comply with appropriate behavior patterns
- 6) **Psychological coercion:** A teacher uses an oppressive strategy to control misbehavior.

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Instruction

The way teachers give instruction in the classroom is a very important aspect of teaching and learning. Instruction based on students' needs and interest can motivate them to focus on their work, greatly reducing the **incidence** of problem behaviour.

Instruction requires

- A positive climate
- Selection of relevant content
- Competent use of appropriate teaching and learning strategies and skills

Overt Management Approaches

I. Authoritarianism - sets and enforces rules in a dictatorial way, using obtrusive discipline as necessary.

Authoritarian teacher seeks to control student behavior by

- Issuing commands
- Giving orders
- Directives supplemented by careful monitoring

There is a difference between authoritative teacher and an authoritarian teacher. **Authoritative teacher** still maintains discipline but in a friendly manner unlike an **authoritarian teacher**, who establishes things in classroom through a dictatorial approach.

II. Behavior Modification

Behavior modification attempts to promote desirable behavior and eliminate undesirable behavior. It attempts to bring changes in student behavior through the use of different strategies

Behaviors that need modification:

- Learning difficulties e.g. dyslexia, autism, attention, deficit
- Fear and anxiety of various aspects of school life
- Gross misbehavior in class
- Substance abuse
- Criminal and delinquent activity

Behaviour modification strategies

1. **Praise:** Students are praised for showing desirable behaviour.
2. **Rewards:** Students are rewarded for manifesting expected behaviours.
3. **Modelling:** Teachers model behaviours which they want their students to manifest.
4. **Contingency contracting:** The students are given contracts by teachers if they misbehave. These contracts may include class detention, no release for game time etc.
5. **Response costs:** Response cost is a fine that can cost a student reward that has been already earned.
6. **Negative reinforcement and punishment:** A student is penalized for display of inappropriate behavior. The nature of punishment can range from least to most punitive depending upon the misbehaved action.

III. Cookbook Management

This is an eclectic approach that may consist of applying a prescription of 'do's and don'ts', without any obviously consistent rationale. It may consist of adaptation of a number of most effective approaches which suit the situation or group of individuals.

IV. Socio-Emotional Management

Social emotional management calls for building healthy interpersonal relationships that support a positive classroom climate. The influence of environment is manifold for the development of empathetic and pro-social behavior.

When schools attend systematically to students' social and emotional skills, the academic achievement of children increases, and the incidence of problem behavior decreases.

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What can teachers do to manifest e & p skills in classroom?

- Please smile in the class
- Never say, "It is not my problem"
- Be authoritative but not authoritarian
- Be sensitive to students' needs

- Capitalize on students' interest
- Encourage team building

Needs of problem students

Who are problem students? Students who are:

- Shy or lack confidence
- Lack self-esteem
- Extremely talkative
- Over confident
- Aggressive or violent
- Bullies

Needs of problem students can be determined through:

- Student profiles
- Behavior portfolios
- Keen observation of potential problem students in class
- Interaction of potential problem students with peers

Group instruction - For any group interaction to take place it is highly important for teachers to teach the processes of group dynamics to students. Lack of training in how to interact in a group leads to confusion and chaos.

Permissiveness - Unlike other approaches, it is considered a negative approach. It is the extreme opposite of intimidation. Here the teacher promotes maximum student freedom in order to foster natural development of each individual's full potential. The teacher encourages students to take full responsibility for their own learning.

Covert management strategies:

Covert management approaches can be used in:

- School Assembly
- Tutorials
- Lesson Plans
- Sport Activities
- Extra-Curricular Activities
- Behavioral interactions

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Role of teacher in managing the classroom

- Set a positive classroom climate.
- Organize classroom area.
- Layout routines and procedures.
- Monitor learning.
- Maintain good student behavior.
- Establish group norms.
- Evaluate classroom management and student achievement.

Dimensions of classroom organization

1. Teacher position

Is the teacher standing at a position where she is visible to all?

2. Bulletin boards

Are there enough bulletin boards in the classroom?

3. Blackboards

Is the blackboard visible to all students?

4. Display of student work

Is student work displayed on bulletin boards?

5. Seating

Are students seated in rows, pairs or groups?

6. Student corner

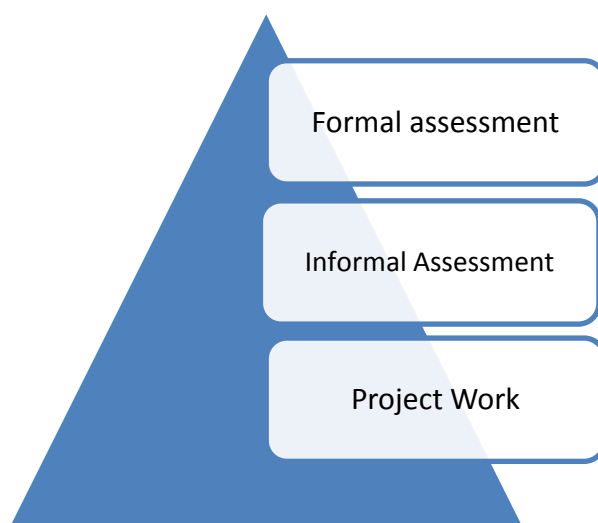
Is there a student corner where students can go to read, draw or do other work?

Norms - are unwritten rules stating what students should and should not do. They regulate and control behavior.

Practicing Norms - are established in the early years of schooling and are modeled by teachers as a means of careful reinforcement.

Expectations - are the norms applied to a specific situation.

Monitor Learning



Role of Teacher in Monitoring Learning

Teachers should:

- be proactive in giving feedback.
- continuously monitor student learning.
- have a well defined mechanism to record student progress.
- keep assessment portfolios to monitor student learning.

Strategies to Maintain Good Behavior

- ❖ Lay down rules at the start of the school year
- ❖ Make classroom rules with the students

- ❖ Reinforce rules.
- ❖ Enforce rules uniformly

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Evaluation - the formal determination of the quality, effectiveness, or value of a program, product, project, process, objective or curriculum.

Formative and Summative Evaluation

Classroom management evaluation should be *formative* in a way that it provides continuous feedback as a way to improve learning.

Classroom management evaluation should also be *summative*, i.e. an end of term assessment to check the effectiveness of classroom management strategies.

Preventive Management

Teachers who use preventive management set rules and procedures by consensus and enforce them by establishing the consequences of certain behaviors.

Consequences of action

Some consequences of behaviors that need to be established:

- Consequence of talking without turn.
- Consequence of breaking group rules.
- Consequence of throwing objects.
- Consequence of shouting in class.
- Consequence of littering in class.
- Consequence of bullying in class.
- Consequence of ridiculing others.

Ways to Teach Self-Control

Embed self-control strategies in the school curriculum through:

- Group and pair work activities
- Task based activities
- Project work
- Sports

Establishing Family Connections

Most of the disruptive behaviors in school can be prevented by establishing connections with family.

Parents must agree on three issues if they are to manage their child's behavior:

- The specific behaviors that are desired from the child.
- The mechanism by which the parents will know if their child has behaved in the desired way.
- The consequences for behavior or misbehavior.

Establishing a School Culture for Effective Management

School Culture

School culture is a set of unstated expectations and assumptions that direct the activities of school personnel and students. It becomes the guide for behavior that is shared among members of the school at large.

Culture is the stream of norms, values, beliefs, traditions and rituals built up over time. They must be upheld and communicated to the students as a way to prevent behavioral issues in schools.

Interesting instruction

Teachers who provide interesting instruction promote learning by:

- ❖ Motivating student participation by means of a variety of teaching strategies and skills.
- ❖ Diagnosing learner needs.
- ❖ Planning lessons to meet those needs.
- ❖ Regularly assessing student progress.
- ❖ Assessing their own professional development.

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Preventive Management

Teacher's Knowledge Domain

- Content knowledge
- Management knowledge
- Pedagogical knowledge
- Socio-economic knowledge

Significance of professional development

- To fine-tune and improve one's own knowledge as a teacher.
- To improve student learning.
- To make an institution a more professional place.
- To become a 'critical friend' of oneself and others.

Models of Classroom Management

1. Assertive discipline
2. Logical consequences
3. Teacher effectiveness training

1. Assertive discipline by *Lee Canter*

The premise of assertive discipline is that teachers should establish a systematic discipline plan prior to the start of the school year and then communicate expectations and consequences to the students immediately. This approach is often characterized as focusing on rewards and punishment.

Positive Reinforcement/ Consequences

When students are praised, their self-esteem increases and the instances of problem behavior decreases automatically.

Reward Mechanism

- ✓ Verbal - Well done!
- ✓ Non-verbal - Nods, smiles, facial and body gestures
- ✓ Tokens
- ✓ Stars

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Negative Consequences

Negative consequences are the penalties that students face when they bypass or disobey rules.

Types of Negative Consequences

- Missing recess
- Detention after school
- Relinquishing a reward won earlier
- Extra academic work
- No game period
- Assisting in cleaning the classroom
- Suspension from school

2. Logical consequences

The model - This model is based on Alfred Adler's idea that students' misbehavior is based on their unmet needs. All students desire and need social recognition. When these desires are not met, students exhibit a hierarchy of behaviors based on 'mistaken goal'.

Adler's Theory – He stressed the need to understand individuals within their social context.

He stressed to address such crucial and contemporary issues as equality, parent education, the influence of birth order and life style of individuals. Adler believed that we all have one basic desire and goal: to belong and to feel significant.

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I-messages – focuses on the speaker's feelings and perspectives (a teacher's) as opposed to what the student has done wrong.

Self-regulation of behavior - The model promotes ways that the teacher can empower the students to self-regulate their behavior through modeling and problem solving.

Developing with-it-ness – Teacher who have wit-it-ness have eyes in the back of their heads. They are aware of what goes on in the classroom. Their actions show that they are on top of what everyone is doing.

Practice with-it-ness

- Stand where you can see all students when you present a lesson
- Make eye contact with as many students as possible
- Keep your face towards the students when you move towards the chalkboard
- Circulate to various parts of room

Overlapping - means handling two or more situations or activities simultaneously. A teacher who can instruct a group of students while responding to student concerns from outside of the group can keep an entire classroom working smoothly.

Managing movement - Skilled teachers use movement to regulate the pace and flow of classroom activities, keeping 'dead time' to a minimum.

Practicing

Helpful hints:

- Organize your materials, teaching aids
- Train your students to take out their books/materials promptly
- Establish efficient routine to move your students promptly from room to room or one part of the room to the other.

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Classroom Management Strategies

- **Fostering Group Focus** - Group focus keeps the teacher aware of all the students and keeps each student actively involved, alert and accountable for his/her performance.
- **Smoothness** - shown by the teacher continuing with his/her lesson without digression.
- **Group Alerting** - These are behaviors used to keep students in suspense or 'on their toes'. Teachers who keep students alerted are more successful in inducing work involvement and preventing deviations.
- **Build Self-esteem** - we appreciate ourselves and our inherent worth. More specifically, it means we have a positive attitude, we evaluate ourselves highly

Teacher's role in building self-esteem:

- Display positive behavior
- Do not demean students
- Help students work on their weak areas
- Help introvert students to come out of their shells and safe zones
- Display empathy and pro-social behavior

Procedures during whole class instructional activities

- Students talk
- Use of room by students
- Signals for attention
- Student behavior during seat work
- Procedures for laboratory and Project Work

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Classroom Management Strategies

1. Communication skills:

Communication can be verbal and non-verbal and just as in everyday life, poor communication can cause unnecessary problems. When students feel that they are welcomed into a nonthreatening environment where learning is encouraged, they usually come ready, willing, and able to learn.

2. Parental involvement

Keep parents informed. Parent involvement will support your role as a teacher. Parents can enforce the right behaviors at home.

Role of effective teachers in managing classrooms

Effective teachers:

- Breakdown their classroom tasks into specific rules and procedures.
- Teach the rules and procedures as an important classroom lesson
- Predict procedures where students will have confusions
- Monitor and handle problems directly and immediately
- Organize class time so that most class time is devoted to instruction

Whole school approach:

There should be:

- Purpose built buildings
- Bid rooms with adequate facilities
- Big playgrounds
- Adequately equipped laboratories, art rooms, libraries, washrooms and infirmary
- Big staffrooms with work stations for teachers
- Adequately furnished rooms for administrative staff

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Physical Dimension of a Classroom

Factors that set up safe and productive classroom:

1. Physical space

The room should be arranged to ensure that:

- All students can see well
- There are no obstructions
- The lighting is adequate
- The room is neither too big nor too small
- No noise in the surroundings to distract students

2. Teacher's position:

Your desk should be positioned so that you can monitor the activities of all students as well as not interfere with movement within the class.

3. Noise level

- Traffic noise
- Noise from adjoining classes
- Noise from the play ground
- Music room

4. Seating Plans

Permanent seating arrangements will help teachers to:

- Learn students names quickly
- Take attendance
- And perform any other administrative task while students are involved in some instructional activity.

5. Modification in seating plan

Seating arrangements can be modified to support different types of instruction, such as

- Whole group instruction
- Small group instruction
- Students working individually

6. Independent space

Each student must have a place to work and a place to store his/her things. There must be sufficient space between the rows of seats so that one student cannot disturb the other.

7. Appropriate room temperature

Students need to be made aware of their own temperature preferences and encouraged to dress accordingly.

Temperature preferences:

Temperature preferences can vary dramatically. Most children can't concentrate when they are either too cold or too warm.

Temperature Conditions:

The classrooms should be ready to handle extreme weather conditions. There should be enough fans in the rooms in summers. The rooms should be well ventilated.

8. Student Number:

The number of students in each classroom also be subject to the weather conditions in cities. For example, large classes should be avoided if the weather conditions are extremely hot for most parts of the year.

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Maintenance of facilities

- **Preventive maintenance:** Preventive maintenance is carried out to avoid breakdown and ensure optimal performance of the facility.
- **Routine maintenance:** Routine maintenance is carried out periodically-monthly, quarterly or even annually depending on the agreed schedule by the class/school manager.
- **Emergency repairs:** Emergency repairs take place when a facility breaks down and urgent measures or steps had to be taken to remedy the situation.
- **Predictive maintenance:** Here computer software is used to predict equipment failure

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Activities for Managing Learning and Discipline

1. Task Variety

Teachers need to find ways to present activities, especially those which are less appealing, which maintain or increase student motivation and interest.

2. Time on the task:

The length of time on a specific task should depend on the:

- Curriculum area
- Age of students

3. Presentation and Format

Over-frequent use of similar format for presenting tasks may bore the students. For example, use of worksheets every day is a tedious exercise for students.

4. Pupil Choice

For some tasks e.g. topic choice, leave students with an element of choice. The extent to which a task involves choices by students provides a dimension for variation.

5. Patterns of Interaction:

Students should be engaged in:

- Individual
- Cooperative or competitive working patterns

6. Sequence of Activities

The sequence of activities should promote the students' achievement of a particular teaching objective. For example, preliminary activities may be an orientation exercise of what is to follow.

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Activities to keep students busy

- **Starter activities:** These activities can be planned at the start of the lesson to motivate the students towards the lesson.
- **Filler activities:** Filler activities must be related with the content.
- **Optional activities:** For example teacher can give optional activity connected to paragraph writing to the students. It can be in the form of creative writing.
- **Less exciting-exciting activities**
These can be used when a teacher feels that students have become bored doing some task. This type of activities can enhance the motivational level of students.

Kinds of outdoor activities

Outdoor activities are dependent on the age level of the students. These are also dependent on the subjects they are dealt with. Outdoor activities are:

- **Field trips:** These can be content related. They can deal with different subject areas. It can also be a recreation
- **Nature experiments:** These are related with the science subjects.
- **Research based studies of various phenomena:** These can be determined by the teachers.
- **Fun activities, camping:** With academics other activities are also important for the students like camping. It includes both recreation and learning.

Management of outdoor activities

Prerequisites of outdoor activities

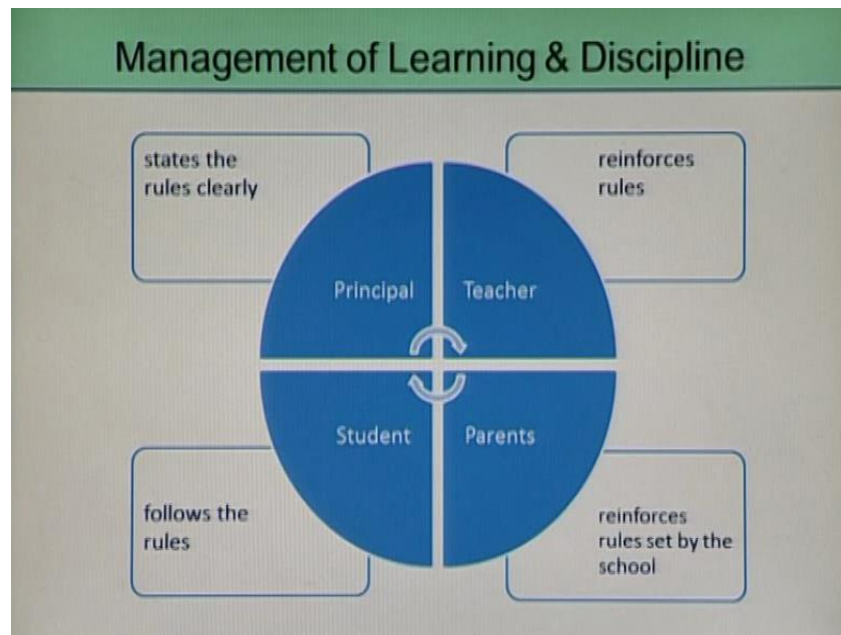
Outdoor activities should:

- ✓ be manageable
- ✓ be age appropriate
- ✓ align well with curriculum aims
- ✓ practical and interesting
- ✓ be within a particular time frame

Management

- Teachers must be trained to handle outdoor activities.
- Students need prior training before undertaking outdoor activities.
- Every outdoor activity should follow set rules.
- Adequate support must be sought.
- Logical consequences should follow non-compliance.

Whole school approach



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Curriculum - represents all the activities a school provides to support the development of:

- Academic
- Social
- Personal abilities

It is a description of the desired outcomes for students in terms of the:

- Skills
- Knowledge
- Attitudes they need to prepare them for adult life.

Task Relevance, Achievability and Success

Meaningful tasks

Students need to see a relationship between what is introduced to them in the classroom setting and their real life situations in order to view the activities as meaningful and interesting.

Achievable tasks

Tasks also need to be achievable so that students experience success. If tasks are too difficult students may feel frustrated. If tasks are too simple, the same frustration will set in.

Well-structured tasks

The class curriculum needs to be structured to ensure that all students are:

- ✚ Actively engaged in worthwhile academic activities
- ✚ Challenged at their appropriate level of ability
- ✚ Able to experience success consistently

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Techniques to Assist Learning

Advance Organizers

They include a list of steps to be taken in the lesson, background information, key vocabulary and a statement of outcomes.

Study guides

Study guide help emphasize important aspects of content presented. It may include direct questions that require short answers or a set of words and definitions that need to be matched.

Mnemonic Devices

Mnemonic are learning techniques that aid information retention. They aim to convert information into a form that the brain can retain better than its original form.

Story Maps

A story map guides students to attend to the relevant parts of a story. It also helps in giving a direction to the way a story is developed.

Visual Display

These may include:

- Maps
- Flow charts
- Pictures
- Collages

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The role of teacher in managing a classroom

Domains of Teacher's Knowledge

- Content
- Pedagogical
- Management
- Social-emotional

Effective Teaching Skills

1. Preparation

Thinking about and planning for what each student in the classroom will do involves:

- Identifying content and student needs
- Lesson, unit and yearly planning
- Planning for student success

2. Attention

Guiding students to stay focused involves:

- Establishing opening focus
- Maintaining ongoing focus
- Expecting all learners to concentrate

3. Clarity

To be clear in communication with students involve:

- Giving clear instruction
- Using precise terminology

4. Questioning

- Ask open ended and probing questions
- Ask frequent question
- Questions all students over time

5. Monitoring

Oversee student work. This involves:

- Maintaining appropriate proximity to students
- Awareness of what happens in the classroom
- Not breaking the instructional flow for distractions

6. Feedback

- Give specific feedback
- Give immediate feedback as soon after the behavior as possible

7. Summarizing

Leave some time of the lesson for recapping and summarizing it. Make sure that deep understanding has taken place.

8. Reflection

Review past instruction by using evidence of learner success or failure.

Reflection types

- Reflection in action
- Reflection on action
- Reflection for action

Instructional strategies that promote a positive classroom

- Gear your instruction to the correct level of difficulty
- Break instructions into smaller learnings
- Build patterning and association into each lesson
- Give them adequate time to process what they have learnt
- Have students work in cooperation, not competition
- Teach students to take responsibility of their learning
- Provide assessment that helps the student and informs the teacher
 - Use formative assessment (continuous assessment)
 - Use informal assessment (portfolios, writing samples, journal entries)
 - Use index cards for students to summarize what they have not understood
 - Hand signals (thumbs up or down)
 - Having a question box in class
 - Web maps, concept maps

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Accommodate Learner Differences 1

Learner differences

Students do not respond to learning uniformly. They learn at their own pace and respond in various ways while internalizing concepts. It is very important for teachers to understand the way students learn.

Lessons to accommodate LD

Lessons need to be built keeping in mind the various ways in which learners comprehend concepts.

Differentiated learning

Teachers may want to prepare differentiated tasks for various types of learners to ensure that all learn.

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Philosophies of How to Manage a Large Class

Management Style 1

1. **Strong Control:** Treat the classroom as a “sacred temple of learning.” This management style or philosophy is marked by a strong notion of control and preparation.
2. **Teacher Preparedness:** In this philosophy of management, teachers are very well prepared and plan for as many aspects of the class as they can. Teachers do not tolerate:
 - Latecomers
 - Side talking
 - Mishandling materials
 - Early departures
3. **Teacher’s role:** Teachers establish at the beginning of the term that the classroom is a place to be respected and students must behave in ways that are appropriate.

Management Style 2

1. Laissez-Fair: Teachers teach the classroom as a relaxed, “laissez-fair” place of learning. This management style or philosophy is very relaxed and “hands-off.” Teachers who use this style of management are very flexible and respond to changes easily.

Management Style 3

Moderate control: Teachers treat the classroom as something in between a sacred temple and a laissez-fair place of learning.

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Advantages of large classes

- More interaction among students
- Heterogeneous Elements
- Natural Professional Development
- Peer Teaching

Challenges in a large class

- Number of pupils
- Pupil attention in a class
- The nature and quality of teaching
- Calling the roll number

Sign in sheet: Give the students a sign-in sheet to pass around at the beginning of the class.

Name cards: Make students display name cards on their desks. Collect the name cards at the end of the class

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