



THE ROLE OF THE TEACHER AND CLASSROOM MANAGEMENT

Education

Manisha Prasad Research Scholar, OPJS University, Churu

Dr. Girdhar Lal Sharma Asstt. Professor, OPJS University, Churu

KEYWORDS

INTRODUCTION

This document is unusual. It begins with two outlines which I usually use when teaching. They concern the teacher, what they can do, and aspire to, and a discussion of classroom management techniques. The outlines are followed by an expansion of many of the points made. I include classroom management in my course on ESP/TEFL because most of my students will, at some point in their lives, teach English in school. The material is based on my own personal experience of struggling to become a teacher, and my interaction with Tunisian MA students and my colleagues. When presenting this material, at first, some of the ideas below are deemed impracticable outside Britain. Frequently I get the most support from the experienced teachers in my class. Therefore, before starting, I ask the students to consider something different, something that is at first sight new and against their culture. I stress that am not saying that all the ideas below will work in another culture. But some of them will. I ask them as adults to consider the new ideas carefully. The major part has in fact proved to be cross cultural.

Outline: THE TEACHER

1. These factors are independent of the subject and mode of teaching. They are also cross cultural.
CareTeach well **Manage well
2. Prepare work at two levels, since all teaching is to some extent 'mixed ability' teaching
 - a. Basics. Essential. Minimum.
 - b. Extension work.
3. Have many activities, change frequently. Have a rhythm/pacing of a new task every 10-15 minutes.
4. Give worked examples as a way of explaining how to do an exercise.
5. You know
 - a. where the students are (ability level etc)
 - b. where students want to be
 - c. what the institution/Head Of Department requires
 - d. the type of class
 - e. what is realistic. But do not get in a rut, keep striving for improvement!
 - f. preferred learning styles of students
 - g. better learning styles
 - h. resources/texts
 - i. your own strengths and weaknesses, how easily you adapt, how readily you learn.
 - j. your agenda and priorities
 - k. outline syllabus of their other subjects
 - l. What is realistic for homework
6. The activities should be specific, achievable, relevant, and timed.
7. Checklist: every lesson should include:
 - a. Reading: gist
 - b. Reading, detail
 - c. Grammar
 - d. Pronunciation
 - e. Individual work, pair work, group work.
 - f. jokes

Outline: CLASSROOM MANAGEMENT

1. Observe well other good teachers, in ALL subjects not just your own.

2. Preparation is far more important than marking, but regular marking is easy to do and will help your teaching and your control.
3. Seating plans. Prior question: What is in the best interests of the pupils? Friends distract!
4. Tidy classrooms. Attractive. eg 6 displays per year.
5. Key point: what are the students doing?
 6. Advance preparation
 - a. Room plans
 - b. Spare chairs! Lights! Sockets for cassette recorder.
 - c. Chalk, rubber (for rubbing out your writing), paper, pens,
 - d. Emergency work(sheets) for disruptive students who arrive without books
 - e. Names list, with details of students you should know about:
 - 1) medical problems
 - 2) Social problems
 - 3) Disruptive students
 - 4) Known groups that should be split up
 6. School expectations
You should find out all this in advance, and know what is expected of you, and of the students. You should know what is possible, and in particular, which sanctions are available.
 - a. Homework. How often, how much, marking
 - b. Late arrivals, procedure for
 - c. Who has authority on your lesson content
 - d. Who can give you advice about your lessons
 - e. Toilet routines
 - f. Who can give you advice about discipline
 - g. Roll call, and reporting those absent
 - h. Writing on desks
 - I. Violence
 - j. Tests, frequency and content
 - k. Reports
 1. Seating plans
 - 1) Feasibility. Use of.
 - 2) Use it from the first day
 7. Mark book
I set aside space for comments/descriptions. This helped me learn the names. Also, near reports time, I would take in their books, mark them, and make notes, so that I had everything I needed for reports. I could also then observe carefully the students I was not sure about.
Keep your reports factual, and what they can do to improve.
 8. Discipline
 - a. Act fast, deal with early signs. Localise -- define the target, and do not punish a group.
 - b. Criticise:
 - 1) Behaviour not character
 - 2) Fault not person
 - 3) Specifics not vague trends
 - c. Use Praise much more than criticism, both public and private.
 - d. Divide and rule - split up disruptive groups
 9. Receiving the class
 - a. Work to do, ready on the Blackboard, eg. "Turn to page 21 start

- exercise 4". eg. Re-read the notes you made in the previous lesson, especially thinking about...
- b. Stand in the door -> control of both classroom and corridor -> students enter one by one -> chance for personal contact with students
 - c. Concentrate on trouble-shooting.
10. In the lesson
- a. Use names -- students who are watched, and know it, give less problems
 - b. Overlap activities -- multitask. Handle individuals while still teaching the group.
 - c. Change activities. You need a balance of routines which help to keep order, and changes which avoid monotony.
 - d. What are the students doing [not, what the teacher is doing!]. Are the students actively learning? [not, are they quiet!]

DISCUSSION AND EXPANSION

* A basic principle

Few people are born as good teachers. Most 'bad' teachers can become good, given time, effort, and good tactics. At the beginning, many of the characteristics of a good teacher are but daydreams. The way you grow professionally until they become part of you, is to concentrate on what you can do, and do that well. There are many major elements of a good teacher, such as preparation, marking, being smartly dressed etc which are possible for the worst teacher with the most disruptive pupils. As you concentrate on these, you will slowly improve in the other areas.

* Before classes start

Preparation begins long before you see a class. Insist on a tour of the school! Insist on seeing all the rooms you are likely to teach in. Take notes of the seating arrangements, power points, light switches etc.

Find out what the school expects of you, in terms of content of your lessons, and classroom management. What are the toilet routines? If there is a fight, or a medical emergency, do you know how to summon help? [I am assuming that a teacher always stays with the emergency and sends messages with pupils].

Get your markbook organised. Ask teachers who know the classes to comment on any student you should know about.

Plan for trouble! Some schools do not leave chalk in the room, so that students will not steal it and throw it at you. If chalk is provided, then be sure that someone will take it and leave you stuck - unless you always carry reserves in your bag. Other students will come to class without pen, paper, textbook, etc. Make sure you have a supply of cheap replacements. Students will soon learn that 'forgetting' does not work.

The ideal is for the teacher to get to the classroom before the students do. In Britain, a teacher is often responsible for their classroom and for the corridor immediately outside the room. Therefore, Marland recommends actually standing in the doorway and allowing students to come into the room in single file. This gives a welcome chance for personal interaction.

As soon as pupils move into the room, they should see instructions on the board. Something simple to do for the first five minutes or so, such as:

- *** Revise you homework
- *** Do question 4 page 23
- *** Read page 26

Make it a habit to put up these instructions, and the pupils will get into the habit of looking and getting busy. With most students busy, you have time to deal with the problems.
What makes a good teacher

** The basic principle is that you should first do all that is easily in your power, then work towards the ideals. If you aim at nothing you will hit it. If you aim high and miss it by a little this is better than aiming low and hitting it.

** Dressing formally, with clean smart clothes, almost like a uniform, immediately creates a visual impression. People in authority usually are dressed smartly.

** A hard working teacher, who is prompt at meeting deadlines, will

earn respect from pupils and colleagues alike. In fact, this can cover a lot of weaknesses! If this means a 50-60 hour week in the first year of teaching, then so be it. That is quite normal. A teacher who is unreliable, and who does not work reasonably hard, is being unprofessional.

* A good teacher models teachability

This I find to be a very difficult principle to practice, but I aspire to this, and if I did not aspire, I would be worse off. A good teacher, by definition, must be a good learner. A good learner knows that they do NOT know everything, that they do forget, and sometimes make mistakes.

Now, we all know that some pupils will deliberately ask questions in order to delay the lesson, or to see how the teacher reacts! Other teachers are determined to only teach the syllabus.

A few weeks ago I heard someone criticise their teacher because they refused to answer a question that was off the syllabus, even though the question was interesting and there was enough time. The suspicion was that the teacher did not know the answer, and covered up by using the 'off subject' excuse. Then, a week later, I found myself committing exactly the same offence when a student brought me a question about phonetics. I did not know the answer but knew about the detail, and had decided when preparing the course that the detail was not important for that level of class. When I realised that I had agreed with the criticism of another teacher, and committed the same error, I felt shame, and promptly researched an answer to the question my student had asked.

In some cultures, the teacher is expected to know the answer. One year when I surveyed my students, one of them astutely explained that they would forgive me for a subject I obviously knew less about (because I teach a lot of different subjects), but that when I was asked a simple question as to how to decide what is a significant figure and did not know how to explain it even though I had written a textbook of methodology and statistics, then I really should have known.

I remember that incident well. It really was a question of the starting point - how much prior knowledge could I assume? I thought I was reminding students of the difference between a decimal place and a significant figure, and that the details belonged to lower high school - which they do. I had never before been forced to explain something so elementary. I remember doing my best in the lesson, but eventually had to face up to the fact, in front of the class, that while I knew the difference, I could not explain it as a series of clear steps or clear rules.

REFERENCES

1. Indian express/ can digital educate India Written by Maya Escueta Updated:
2. KiranYadav, Role of cloud computing in education, —International journal of innovation research in computer and communication engineering.
3. A.S. Sathish Kumar, emerging Technology on smart Class teaching in school education A literature review
4. International journal on recent and innovation trends in computing and communication
5. Chan, A-W. and Altman, D. G. (2005) Epidemiology and reporting of randomised trials published in PubMed journals. *Lancet* 365, 1159–1162
6. Egger, M., Smith, G. D. and Phillips, A. N. (1997) Meta-analysis: Principles and procedures. *British Medical Journal*, 315, 1533