

Primary and secondary classrooms have changed radically over the last few years. Effective classroom and behaviour management is one of the major concerns of schools and of supply teachers. As a supply teacher, you may find it difficult to walk into a new classroom, full of pupils you have never met before, and to manage successfully the behaviour, and therefore the learning, of those pupils. From the point of view of the school, staff may be concerned that supply teachers would not be able to maintain sufficient discipline for learning to take place.

This book is based on the basic premise that **effective teaching leads to effective learning**. There is no one way of effective teaching and learning – no hard and fast rules or easy routes for you to follow. Every teacher has their own particular style, approach or ‘toolbag’ of skills and techniques that they deploy in the classroom. This guidance material contains what could be termed **essentials of good practice**, generic to all phases of education. The suggested ideas, techniques and practical strategies are presented to provide opportunities for you to appraise your existing practice.

There should not be an artificial distinction between behaviour management and curriculum content and delivery. As a supply teacher, you will be aware that you cannot now deliver an impromptu ‘cover’ lesson, based on what you think might ‘fit’. There are a number of pertinent research studies in effective teaching and learning, and a wide range of well-known and well-documented behaviour and management techniques that can be employed successfully in the classroom.

This book deals with the **core** activities of teachers across **all** ages. Whatever differences there are in teaching learners of various ages, there are many similarities.

All teachers:

- are involved with **content**. At whatever level and however defined, they teach a curriculum of knowledge and understanding, skills and competences, attitudes, values and beliefs;
- are responsible for **learners**, whether called children, pupils or students – teachers do not operate in isolation;
- are **managers** of learning and, at least for the compulsory years of schooling, the learning they manage takes place mainly in classrooms.

The teacher is the manager of the classroom as a learning environment for pupils and, as such, is responsible for all that goes on within it. The teacher’s job is clearly defined as being responsible for managing the classroom, so that all the learners will absorb as much as possible in the time available. This sounds very straightforward but, as any teacher knows, there is much more to it than that!

The three chapters in the book are not discrete, but should be viewed as cumulative and interconnecting. They are broken down into sections,

About this book

so that you can select those topics that you want to examine in detail or skip the ones with which you are already familiar. They contain ‘suggested reading’, issues to ‘think about’, a number of ‘optional tasks’ and checklists that you can use to assess your existing practice and extend your skills. Sections are cross-referenced to other relevant parts of these self-study materials, to published resources and to websites that you will find useful if you wish to find out more.

This book should help you, as a supply teacher, to enhance your confidence and competence in the classroom. This, in turn, will ensure that the learning experiences and achievements of the pupils in your care are extended and enhanced.

Chapter 1: Effective teachers and learners

How the classroom is managed makes a difference to what learners achieve, but managing classrooms for effective learning is a demanding task, involving an extensive repertoire of complex skills and abilities. As a supply teacher, often working within the ‘unknown’, it may be doubly difficult. This chapter introduces some of the research that underpins current thinking on effective teaching and learning. It includes practical examples of the professional characteristics of effective teachers and offers you opportunities to assess your own practices.

Chapter 2: Planning and managing for effective work in the classroom

Classroom management is not just one discrete activity, or one particular skill – it is the combination of all those arrangements and processes that create and sustain an environment in which **successful learning** can take place. Effective classroom management encompasses the whole range of tasks that teachers do, and the behaviours and attitudes they exhibit, to ensure the continual learning of the pupils they teach. The greatest test of the effectiveness of classroom management is its impact upon the learning of **all** pupils within the class. It requires the application of professional knowledge and the teacher behaving as a positive role model and entails the use of organisational and interpersonal skills that are directed towards the effective promotion of pupils’ learning.

This chapter places the above in context, in terms of how the curriculum in schools in England is organised, transmitted and delivered. It examines the elements of lesson planning and classroom management. It also pays attention to differentiation and planning for diversity in learning. Working with other adults in the classroom is given due consideration in terms of roles and responsibilities.

Chapter 3: Behaviour management

This chapter looks at the issue of behaviour and behaviour management in the light of recent research, and considers a variety of approaches and strategies. It offers practical advice in the management of pupils with emotional or behavioural problems in the classroom and considers how to maximise their learning. It examines recent approaches to the inception of a ‘positive behaviour’ curriculum and offers an example of a school policy to promote positive behaviour. Bullying is also considered, along with anti-bullying tactics.