

BEHAVIOUR MANAGEMENT THAT BUILDS RELATIONSHIPS

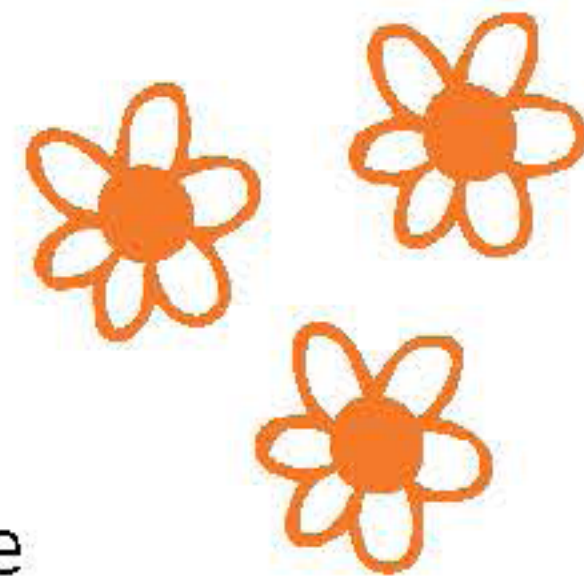


Effective behaviour management isn't just about keeping order. It fosters a positive classroom environment where teachers and learners have strong relationships and peers treat one another with respect. When teachers focus on connecting with learners instead of just controlling them, learners feel valued and are more likely to succeed. This creates trust and shared responsibility, helping both learning and personal growth.

STRATEGIES TO ESTABLISH RESPECTFUL, WELL-MANAGED CLASSROOMS

Establish clear expectations

Start the year by co-creating rules that define acceptable and unacceptable behaviour in the classroom. When learners help shape the rules, they're more likely to feel a sense of ownership and commit to them.



Build relationships

Establish a possible rapport with learners by showing interest in their lives, such as their hobbies, interests and concerns. Get input on their classroom experiences. Allowing their voices to be heard can be the foundation of a healthy relationship.

Use positive reinforcement

Use positive reinforcement by praising the behaviours you want to see more often, such as effort, participation or kindness. Be specific

with your praise: say precisely what the learner did well to make your feedback meaningful.

Set routines

Establish clear daily routines for entering the classroom, starting work, and transitioning between tasks. Routines help learners feel secure and know what to expect.

Fair and consistent discipline

Use fair and consistent discipline so learners understand the consequences of their actions and know you'll follow through. This helps create a safe and respectful classroom.

Praise publicly and correct privately

Praise learners in front of others to build confidence. Handle misbehaviour privately to avoid embarrassment and keep learning on track.

Address behaviour, not character

Focus on actions, not the person. This helps learners separate who they are from what they do, allowing space for growth and accountability.

Signal attention

Use a signal, such as a chime or hand gesture, to quickly capture the learners' attention. Let them help choose the signal to build ownership and cooperation.

Varied instructional strategies

Utilise various teaching methods to accommodate learners' preferred learning styles. This keeps them interested and supports all learning needs.

Incorporate learner choice

Provide options within assignments or activities to give learners a sense of autonomy and control over their learning.

Addressing individual needs

Create inclusive spaces that support all learners, including those with learning disabilities. This shows care and respect for each learner's unique abilities and challenges.

Calm voice and body language

Stay calm and use a gentle voice and body language to help reduce tension in difficult moments.



Use humour

Use light, appropriate humour to make lessons more engaging. Just be mindful of learners' backgrounds and comfort levels.

Clear and concise instructions

Provide clear, straightforward instructions to help learners stay focused and avoid confusion.

Self-reflection

Encourage learners to reflect on their behaviour and choose positive actions. Doing this regularly builds self-awareness and responsibility.

Classroom jobs

Assign specific responsibilities to learners, fostering a sense of ownership and contributing to the classroom's overall function.



References:
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