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Teacher Induction Programme

Module 9: Classroom management and setting the discipline

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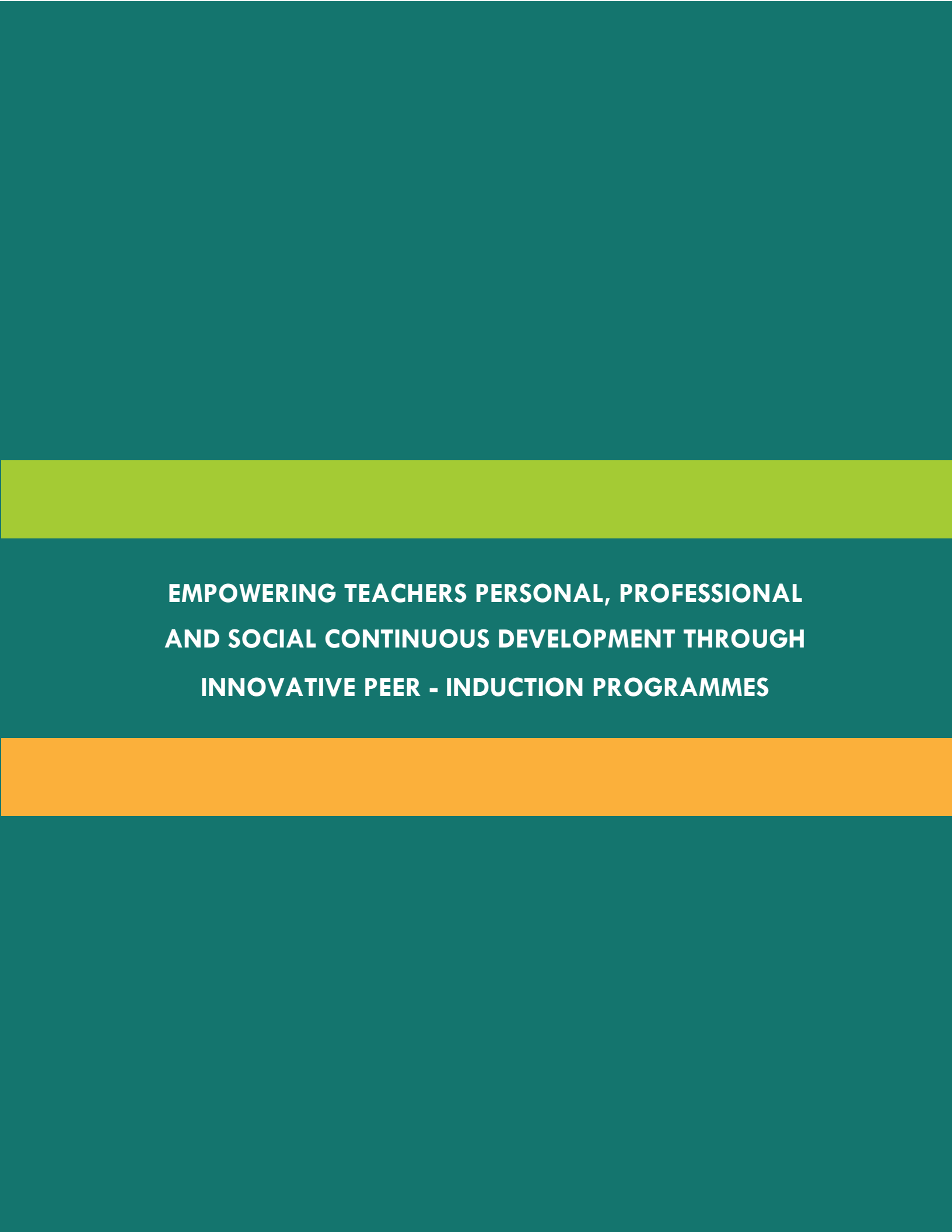
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**EMPOWERING TEACHERS PERSONAL, PROFESSIONAL
AND SOCIAL CONTINUOUS DEVELOPMENT THROUGH
INNOVATIVE PEER - INDUCTION PROGRAMMES**



Classroom management and setting the discipline

A. What is the main idea/goal/objective of this module?

Managing classes becomes a complex challenge because of the characteristics of each one. Thus, teachers must adopt effective educational and teaching strategies that respond to the needs of all students and are the manifestation of a school capable of offering quality experiences, motivating, and ensuring each student's optimal development while respecting the rules of civil coexistence. Therefore, module 9 allows nqts to have a contextualized, valuable framework for forecasting and to solve common issues. Specifically, nqts will be able to master all aspects of the classroom's psychological and didactical management traits.

B. Expected learning outcomes:

- New teachers, often through the support of mentors, will know and learn the essential soft skills associated with the teaching profession.
- Nqts will learn how to handle rules and situations within the school environment.
- Both nqts and mentors will learn how to set goals and plan extracurricular activities.
- Nqts and mentors will follow the methodological guidance of microteaching to identify aspects of NQT training that require corrective action.
- Nqts will learn how to interact with students through suitable pedagogical approaches and discuss specific interaction scenarios with the mentor.

C. Activities, presentations and other materials included in the module:

ELEMENT	Target audience	Type of resource	Time for resource	Area
9.1 Guide for mentor presentation of various rules and regulations	Mentor and/or NQT	Presentation/guide for discussion	1h	Pedagogical/ didactical
9.2 (Self)assessment of classroom management	Mentor and NQT	Assessment, form for observation, form for planning.	1h	Pedagogical/ didactical
9.3 Scenarios of potential student interactions for discussion on effective management	Mentor and NQT	Guide for discussion, case study	1h	Pedagogical/ didactical
9.4 Guide for the establishing of relationship with students	NQT	Self-study with a questionnaire	1h + 1h	Pedagogical/ didactical
9.5 List of observation activities (micro teaching)	Mentor	Presentation	1h + 1h	Pedagogical/ didactical



9.1 Guide for mentor presentation of various rules and regulations serves as a tool to guide the mentor in explaining school rules and regulations, providing some suggestions to support the discussion. The discussion should be rooted in the realities of the local environment. At the end of the session, closely related 9.2 follows.

9.2 (Self)assessment of classroom management serves as a reflective guide to identify strengths and weaknesses of the NQT. Included in the document are also a form that might be used in observation of the NQT in practice by the mentor and a form to support the mentor in helping the NQT set out the action plan in terms of improving his/her classroom management based on the perceived starting stage determined from the questionnaire, observations and discussion.

9.3 Scenarios of potential student interactions for discussion on effective management is a template for a mentor discussion that gives some theoretical content on interaction in the classroom and provides 4 scenarios that serve as a point of departure in a potential conversation.

9.4 Guide for the establishing of relationship with students outlines the various types of relationships with students and defines behavior guidelines for improving that relationship. In addition, the use of the “student-teacher relationship scale (STRS)” tool that is a part of the guide will allow the NQT to know in detail the quality of the relationship with each student and enable the mentor to identify critical areas that need more attention.

9.5 List of observation activities (micro teaching) is a presentation of a methodology intended as a tool to provide the mentor with guidelines for observation (and subsequent reporting) of the NQT’s performance during one of its lessons (or simulated lessons). It is recommended to follow the given steps and analyze any strengths or weaknesses of the NQT by following the given questions. It can also be used to examine areas other than classroom management.

D. Suggestion for the implementation of the module

The Classroom Management module requires, in order to develop and implement the designed activities, both self-study by the NQT to be then validated through the various recommended assessment forms and hands-on sharing activities with the mentor. Specifically, the activities designed for soft skills development and micro-teaching formally require the co-presence of both parties. Therefore, we suggest developing these activities in conjunction with the other modules during workshop days.

The initial activity of the module should be the self-assessment of the NQT’s abilities in managing the classroom (9.2). This self-assessment can be complemented by the observation form in the same appendix. After the NQT completes the questionnaire, a meeting with the mentor to discuss the results according to the instructions should follow. The mentor can prepare using also the theoretical presentation/guide for discussion about classroom management (9.1). We recommend performing this procedure at the beginning and end of the Induction program or at various stages to track progress.



The following activities should be carried out by the NQT with the support of the mentor. The action plan part of the 9.2 can serve as a template to highlight steps that the NQT will want to take in the following period. In following up on the implementation of the action plan, the mentor can use the methodology of micro teaching presented in 9.5.

To dive even deeper in the topic of classroom management, the appendix with provided scenarios (9.3) can serve as a good departure point for a further discussion between the mentor and the NQT. Specifically, NQT should read and analyze the types of interactions within the school environment and discuss with the mentor about the interaction patterns and identification of suitable corrective actions for each context. It would be even more suitable if the mentor adapts the scenarios to context.

And added value for self-examination of the NQT in this module is the guide for establishing relationships with students (9.4). Though content in the guide can be discussed also with the mentor, the materials are prepared for independent work by the NQT. We suggest that nqts carry out this activity totally independently and analyze concrete relationships with 3 different students. Then, based on the result obtained, we can again proceed with the focused discussion with the mentor analyzing any strengths or weaknesses.

E. Useful links

Interpersonal and communication skills (Effective communication)

<https://edtechreview.in/trends-insights/insights/1781-importance-tips-and-ways-of-communication-between-teacher-and-student>

Communication skills - training videos for teachers:

<https://www.youtube.com/watch?V=dfqwz6m9wlm>

Practical classroom management – American Psychological Association:

<https://www.youtube.com/watch?V=ycetwg43kry>

EU project **Moving into Soft Skills** offers a framework for working and developing Soft Skills through embodied, somatic and movement practices.

EU project UMJ – Understanding my journey that aims to help young people develop their soft skills and increase their chances of future employment.



9.1 GUIDE FOR MENTOR PRESENTATION OF VARIOUS RULES AND REGULATIONS FOR CLASSROOM MANAGEMENT

Introduction

This document serves as a guide for potentially regulating activities in the classroom that the mentor will need to fill in and present. Specifically, the guide is organized through two sections. In the first, the characteristics and delivery of class rules are identified, focusing on corrective actions for misbehaviours. In the second section, classroom procedures are defined.

This document provides an extensive look into various aspects of managing a class but should always be adapted for use in a concrete setting. The mentor should include his/her own personal experience, detail potential agreements already in place at the school level and base the discussion on the concrete needs of the NQT.

Defining class rules

Class rules are posted prominently and recalled when discussing classroom behaviour. Guidelines are general guiding principles for student attitudes and behaviour. If there are school-wide expectations or guidelines for success, they are also used in the classroom. Students can identify the guidelines when asked and describe what they mean. Therefore, setting positive expectations of what students must do to succeed in school is worthwhile. Characteristics that class rules should have:

- They should address the most frequent misbehaviours
- Three to six rules are preferred
- Post the rules and refer to them when needed
- Decide on consequences ahead of time
- Teach and review them at the start of the year
- Demonstrate and teach the rules at the beginning of the year and after significant breaks
- Deliver consequences calmly and consistently.

Similarly, the Hierarchy of rule violations' consequences is identified and taught to students. Rule violations and misbehaviour are corrected consistently, briefly, and immediately:

1. In my classroom, when a rule is broken, here is the course of action:
2. The student is redirected and reminded of the rule.
3. The student is warned again.
4. The student's seat is changed.
5. The student is on time out, and parent contact is made. The teacher gives detention.
6. If the behaviour continues, a referral is written.

Further suggestions concerning corrected misbehaviour:



- Interact with the student only briefly at the time of the misbehaviour, without arguing. Decide whether to use progressive or non-progressive consequences.
- When responding to early-stage misbehaviour, a pre-planned response is not needed. Respond by using proximity management, gentle verbal reprimands, discussion, family contact, or praise of students who are behaving responsibly. Emotional reaction and humour can be used but should be done carefully and sparingly.
- When dealing with chronic misbehaviour, pre-plan by using consequences. For severe misbehaviour, refer the student to the office.

Classroom Procedure

Expectations are presented in a written format and are communicated to students before each activity.

Teach students the CHAMPS expectations for each activity:

- **Conversation**
Under what circumstances, if at all, can students talk to each other during the activity?
- **Help**
How do students get their questions answered during the activity? How do they get the teacher's attention?
- **Activity**
What is the activity? What is its intended objective/end product?
- **Movement**
Under what circumstance, if at all, can students move about during the activity? E.g., Can they sharpen a pencil?
- **Participation**
What does appropriate student work behaviour during demonstrate their full participation?

Beginning and Ending Routines

- Routine for how students will enter the room:
 - Stand in hallway at the classroom door and greet students.
 - If a student is upset or misbehaving, intervene before the student enters the classroom.
 - Have students go immediately to their assigned seats or desks where they have productive seatwork to do.
 - Decide if students can talk, with whom, about what, how loud, and how long during this time. Also decide whether they can get out of their seats and if so, for what. Teach the expectations to the students.
- Routine for how student will be instructionally engaged while attendance is taken and for how opening busing is conducted:



- During attendance, students need an assignment to work on displayed on the board or via an overhead.
- Have students sit in assigned seats and take attendance by referring to the seating chart.
- Routine for dealing with absences/tardy students:
 - When students are absent, it is their responsibility to find out what they missed. They have many ways to accomplish this. They can check the whiteboard, which has the plan for the week. They can ask a friend, they can ask the teacher, and they can access my website which I update daily with the classwork and homework.
 - When students are tardy, I record the tardiness in synergy. After 3 tardies, I have a conversation with the student to try to get to the root of the problem, and a detention is issued. If the tardiness continues, a referral is issued, and there is a phone call home.
- Routine for dealing with students who come to class without necessary materials:
 - Make sure students know exactly what materials are needed each day.
 - Students need to have a procedure for getting materials without disrupting the teacher or instruction. Options include having the student ask a neighbor, go to a specific spot in the room to borrow the materials (require the student to leave a 'deposit' like a book bag so that they borrowed materials are returned), or return to his or her locker.
 - Establish a consequence if the student has to interrupt instruction to get materials from the teacher. Time owed is typically effective (e.g., owe the teacher a minute of lunch time) or assign a tardy if the student needs to go to his or her locker to get materials.
- Routine for dealing with student returning after an absence:
 - Set up a system where a student collects work and assignments and delivers makeup work without taking your time.
 - One effective system is to use two baskets, one labeled "Absent, What You Missed" and the other "Absent, Assignments, In".
 - Decide how many days the student is allowed to make up the missed work. Consider giving the same number of days to complete missed work as the number of days they were absent from school.
- Routine for wrapping up at end of day/class:
 - Make sure students don't leave until they have organized their materials, cleaned up, and receive appropriate positive and corrective feedback. End each class or day on a positive note.
 - For primary and elementary students, five to ten minutes may be needed to wrap up, while only a minute might be needed for a core class in middle/high school.
- Routine for dismissal:
 - Establish the expectation that the teacher dismisses class when the room is quiet, and the ending routine is done. Explain to the students that the bell does not dismiss the class.
 - Dismiss the primary students by rows. If older students are rushing out, dismiss by rows.

Managing Student Work



- Procedures for assigning classwork and homework:
 - Design a permanent place where students can easily find information about work and assignments. Options include writing on the board, overhead, or distributing an assignment sheet. Keep the assignment posted throughout the day.
 - Include daily reminders about short-term and long-term assignments (e.g., “Science project is due Monday, and you should have you finished your first draft”).
 - Teach students how to write the assignments in their notebooks and to put them in a consistent location (e.g., three ring binder or agenda book). Show examples of how their assignment sheet should look.
 - Place a copy of the daily assignment in the “Absent, What You Missed” basket.
- Procedures for collecting completed work:
 - Personally collect each student’s work, if possible. This allows you to quietly provide positive feedback and to know immediately who hasn’t done the work. While collecting the work, make sure students are doing something worthwhile.
 - For students who haven’t completed the work, establish a procedure that they must talk to the teacher later about why the work wasn’t done.
 - An option for older students is to have them place their completed work in a basket and check off their name on an assignment sheet or wall chart.
- Procedures for keeping records and providing feedback to students:
 - Students need regular weekly feedback on their work completion (for all grades) and current grade status.
 - Options for keeping track of the student’s work include using an accurate and complete grade book or a computer grade book. If a student is behind a specified number of assignments (e.g., three to five), send home a letter or call the family.
 - For classes that need high structure, maintain a chart illustrating the rate of work completion by the entire class. The chart provides daily feedback to the class. An intermittent class reward for improving or maintaining a certain rate of completion can be an effective reinforcement.
- Procedures and policies for dealing with late/missing assignments:
 - Assign a mild penalty for late assignments (e.g., 10% off grade).
 - Set a deadline for accepting late work (e.g., within one week of due date).
 - Establish how many late assignments will be accepted during a grading period or semester. Share policy with family.

9.2 (SELF)ASSESSMENT OF CLASSROOM MANAGEMENT

The NQT should follow the instructions below to fill in the self-assessment form. The 10 practices that appear in the tool are drawn from evidenced based classroom management strategies.



1. Rate yourself on each of the items.
2. You might want to be very specific and examine concretely one of the concrete lessons (especially for the positive to negative ratio tally). If you decide to be lesson specific, you should indicate how you decided/counted (i.e. Used an observer, put chips into apron)
3. The 0 to 3 scale represents a continuum:
 - 0 = I have not yet implemented -- the element described has not been a part of my management plan.
 - 1 = I have made some attempts at implementation, but overall my effort has not been strong or sustained.
 - 2 = I have planned and implemented, but struggled with follow-through or improvements along the way. My initial planning could have been better.
 - 3 = YES, I have implemented and followed through, monitoring and improving my use of the strategy as needed.
4. After completing the rating, add your total points for each of the 10 areas or categories. Divide by 3 to get an average.

Mentor's instructions for the debate after the questionnaire has been filled are listed below. In order to get an even better insight into the state of the affairs when it comes to NQT's classroom management some observations might be conducted using the Recording sheet for classroom management by NQT that is also a part of this document (9.2).

1. Identify NQT's areas of strength. Plan for ways to maintain these areas of strength.
2. For those areas that NQT rated as not strong, decide together for which areas NQT might write goals.
3. For each goal (not more than 2 at a time) write specific action steps (strategy use) that NQT will take to help him/her reach the goals. Include the specific behavior, the frequency and the duration (e. G., Greet students (each and every) by name at door before each period for 3-4 weeks).

(For all of this the Action plan template that is the last part of this document (9.2) can be used.)



Teacher _____		Date _____	
Mentor _____		_____	
Tally each Positive Student Contacts	Total #	Tally each Negative Student Contacts	Total #
Ratio ¹ of Positives to Negatives: _____ to 1			

Classroom Management Practice	Rating			
	0=No	1	2	3=Yes
1. Maximize structure and predictability in the classroom				/9
A) I establish and explicitly teach student procedures.	0	1	2	3
B) I arrange my room to maximize (teacher to-student) proximity and minimize crowding and distraction.	0	1	2	3
C) I actively supervise (move, interact, reinforce).	0	1	2	3
2. Establish, teach, and positively stated classroom expectations.				/9
a) My rules are stated as “do’s” instead of “no’s” or “don’ts.”	0	1	2	3
b) I actively involve students in establishing classroom rules.	0	1	2	3
c) I explicitly teach and review these expectations or classroom “rules” in the context of routines.	0	1	2	3
3. Managing behavior through effective instructional delivery				/12
a) I conduct smooth and efficient transitions between activities.	0	1	2	3

¹ To calculate, divide # positive by # of negatives



b) I am prepared for lessons/activities (filler activities, materials readied, fluent presentation, clear directions).	0	1	2	3
c) I provide a clear explanation of outcomes/objectives.	0	1	2	3
d) I end lessons/activities with specific feedback.	0	1	2	3
4. Actively engage students in observable ways	/9			
A) I maximize multiple and varied opportunities for each student to respond during my instruction.	0	1	2	3
B) I engage my students in observable ways during teacher directed instruction (i.e., I use response cards, choral responding, votes, and other methods).	0	1	2	3
C) I frequently check for student understanding.	0	1	2	3
5. Evaluate Instruction	/9			
a) At the end of the activity, I know how many students have met the objective	0	1	2	3
b) I provide extra time and assistance for students who struggle.	0	1	2	3
c) I consider and note needed improvements (to lesson) for next time.	0	1	2	3
6. Maximize positive interactions	/9			
a) I maintain a ratio of 4:1 positive interactions	0	1	2	3
b) I positively interact with every student at least 2-3 times per hour on average.	0	1	2	3
c) After correcting rule violations, I use acknowledgement and positive reinforcement for rule following	0	1	2	3
7. Use a continuum of strategies to acknowledge appropriate behavior	/9			
A) I provide specific and immediate contingent acknowledgement for academic and social behaviors (e.g., following expectations).	0	1	2	3
B) I also use multiple systems to acknowledge appropriate behavior (teacher reaction, group contingencies, behavior contracts, or token systems).	0	1	2	3



C) I use differential reinforcement strategies to address problem behavior.	0	1	2	3
8. Use a continuum of strategies to respond to inappropriate behavior				/9
A) I provide specific, contingent, and brief error corrections (stating expected behavior) for academic and social errors.	0	1	2	3
B) In addition, I use the least restrictive procedure to discourage inappropriate behavior (non-verbals, proximity, teacher reaction, re-teaching, etc.) And proceed to more restrictive procedures.	0	1	2	3
C) I respond to inappropriate behavior in a calm, emotionally objective and business-like manner.	0	1	2	3
9. Developing caring and supportive relationships				/12
A) I learn and use student names by the end of week 2.	0	1	2	3
B) I use explicit activities to learn about students.	0	1	2	3
C) I communicate with students/families before school starts and continue frequent contact.	0	1	2	3
D) I speak to students with dignity and respect—even when providing correction!	0	1	2	3
10. Teach about responsibility and provide opportunities for students to contribute to the good functioning of the classroom				/12
A) I use general classroom procedures and student jobs to enhance student responsibility.	0	1	2	3
B) I provide students with self-control and self-monitoring strategies.	0	1	2	3
C) I provide social skills instruction and problem-solving strategies.	0	1	2	3
d) I provide specific activities for students to get to know one another and solve problems collaboratively.	0	1	2	3



Recording sheet for classroom management by NQT

NQT Name:				
Date:			Day of the week:	
Context (Subject, after lunch):				
Start time of observation:			End time of observation:	
Time	Context (includes situation)	Teacher behaviour	Student response	Discussion
10.10	Students entering the classroom	Teacher engaging in "small talk" with various Students as class fills up – Doesn't spend too long With any one student	Students respond – Sometimes response Appears friendly; other Times it seems a bit "grumpy"	Good way of sensing the "mood" of students as They enter the room; also a way of building Relationships; but to be Able to do this, teacher has to have preparation Already done
1. Summary of discussion with Mentor (done by NQT)				



2. Personal reflection of the NQT.

Template for the action plan

Current Strength Area	Maintenance Strategies	Date started Date evaluated
Goals for improvement	Improvement Strategies (Specific Action Steps)	



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9.3 SCENARIOS OF POTENTIAL STUDENT INTERACTIONS FOR DISCUSSION ON EFFECTIVE MANAGEMENT

Primary forms of interaction during a lesson

Knowing when and how to vary classroom interaction strategies is an essential skill for a teacher. When done well, it makes a lesson flourish by elevating it to its full power; when done poorly or entirely left out, the way will almost inevitably lead to ruining an otherwise well-thought-out lesson.

There are four primary forms of interaction during a lesson:

- *Teacher to class group (T-C)*
- *Class group to teacher (C-T)*
- *Pair work (S-S)*
- *Group work (Ss-Ss)*

It is worthwhile to keep in mind that different interaction methods support different activities that may be carried out in the classroom. For example, suppose students are doing a group written production activity. In that case, small groups should be preferred, but C-T may be the most appropriate way to stimulate prior knowledge and anticipate some concepts. Changing the interaction strategy is very important to change the pace of the lesson, avoiding flattening and keeping students stimulated. In addition, it is also crucial to the achievement of the lesson objectives. For example, temporarily allowing students to substitute themselves for the teacher (S-Ss) can be very productive in bringing out any doubts.

In addition, it is possible to discuss how should be the teacher's authoritative role in detail. Indeed, while peer discourse is typically symmetrical in terms of enjoying the same conversational rights, institutional interactions - thus including those that take place in the classroom - are instead characterized by various types of asymmetries,



including interactional asymmetry. The latter is manifested through various forms of dominance by the interlocutor representing the institution. Linell P. And T. Luckmann (1991, pp. 1-20) identify four types:

1. Quantitative dominance, which refers to the available interactional space.
2. Interactional dominance relates to the ability to control the organization of sequences. For example, a question in the initial position of a sequence not only conditions the subsequent action but also firmly delimits the thematic scope determining the unfolding of the next interaction.
3. Semantic dominance, understood as control over the topics under discussion and the possibility of making one's point of view prevail.
4. Strategic dominance, which refers to the possibility of affecting the overall results outcome of the interaction.

In conducting this activity, the mentor and the NQT can use the below provided 4 scenarios to discuss classroom management or perhaps even better – concrete examples from the classes of either the mentor or the NQT could be used, alternatively hypothetical scenarios more likely for the relevant environment or more closely related to the needs of the NQT could be devised.

Scenario 1

(Source: Bertocchi D. 1995, “Pregi e difetti di tre tipi di comunicazione educativa: il dialogo, il finto dialogo e il monologo”, Italiano e oltre X, pp. 97-101.)

In the scenario below, how does teacher’s interactional dominance manifest itself? Is it possible to identify all four types of dominance? The teacher, tries to have part of the story of Pinocchio reduced to a dialogical form

Teacher: *Yes, it's like, let's pretend to be, mind you, let's pretend to be writers. You guys know that writers, before writing, have to think, right? In what way and what do they write? Very well, let's pretend to be writers and come up with a poem, a dialogue: about a story we already know? No, do we? No, of a story we invent. What is a dialogue?*

[Overlapping voices].

Teacher: *What is a dialogue? It is called a dialogue ... When two people are talking. When there are questions and ...?*

Student 1: *responses*

Teacher: *Answers, so a discourse between two? ... People. Agreed?*

Student 2: *Men.*

Teacher: *Sure, men, commonly it's between men, right? We don't say the dog and the cat talk, we usually talk about people.*

Student 2: *The cat and the dog?*



Teacher: *So, watch out. Let's talk, let's deal with the story of Pinocchio, let's tell the story of Pinocchio.*

Student 2: *I know it.*

Teacher: *Pinocchio doesn't want to take medicine. The fairy tries to convince him to take medicine because the illness could be very serious. So, this is what happens, okay? Let's repeat.*

Student 1: *Yes*

Student 2: *Medicine.*

Teacher: *The fairy tries to convince him to get treatment because his illness could be severe. ... Here, we have said what happens in the story in these few words. However, there is no dialogue, is there? Here we don't hear question and answer, question and answer we invent it ... We ...*

Students: *We.*

The teacher's questions are often followed by an evaluation of the student's response. That is, they take place in typical 'triplets' where, precisely, the first and third movements are the responsibility of the teacher, who thus fulfills his or her institutional task of providing feedback and evaluation.

Scenario 2

Compare the following two extracts. What differences do you find in the two exchanges? Which dialogue fits as typical classroom interaction?

Dialogue 1 [transcription conventions].

A What is De Mauro's book on the history of Italian called?

B Linguistic history, I think, of united Italy.

Dialogue 2

A Who wrote The Betrothed?

B Alessandro Manzoni.

A Exactly, that is right.

A And what is the name of the main male character in the novel?

B Giovanni.

A What, what are you talking about!

Scenario 3

Analyze the underlying scenarios with the mentor. What could be possible corrective actions? Could a standard of behavior be applied to both cases? Should a kinder or rougher approach be used?

- *Mrs. Garcia has been teaching Math for two years. During an in-class small team assignment, she notices that Christopher has his head on his desk while his partners are working through the*



assignment. After asking him if something is wrong, he replies that group work is a “waste of time and I don’t care if I get an F.”

- *Mrs. Barrera is so frustrated with the lack of motivation in her students. She feels if she just assigns the students a chapter to read and has them answer the questions at the end of the chapter, the students should be able to complete the assignment. Fifty percent of her students are currently near failing her course.*

Scenario 4

Questions are frequent in all types of interaction and serve a very diverse variety of functions: for example, they are used to ask for information, clarification, and specification; to express disapproval, doubt, misunderstanding, irony, etc.

The massive presence of 'question-answer' pairs mainly characterizes institutional interactions. However, the function of questions varies according to the particular institutional context of occurrence. However, the dominant interlocutor generally asks (the most) questions. Therefore, consider the following quote from L. Anderson 1995 (In Piazza (ed.), pp. 31-58) and discuss it with the mentor:

The most visible difference from everyday conversations is [...] The massive presence in many institutional interactions of the question-answer pair [...]. For example, question-and-answer sequences vary in educational, journalistic, medical (outpatient consultations, psychiatric interviews), corporate (interviews for personnel hiring), and judicial (court, police questioning), depending on depending on the intended purposes in each context (p. 43).

In the classroom, the teacher's questions play an essential role in the educational process, serving as a stimulus for reflection and discussion and as a control and monitoring of pupils' production. They also act as spies of the type of interaction as they indicate the relationship between teacher and learners. They signal the amount and type of control exercised by the teacher and, therefore, the opportunities for participation granted to the learners [See 4.5.1.3.] We will analyze here a few types that frequently appear in the teacher's discourse.

9.4 GUIDE FOR ESTABLISHING RELATIONSHIP WITH STUDENTS

Introduction

Several studies over the years have focused on the importance of the teacher-student relationship within the school as a critical point in achieving a better classroom climate that, in turn, leads to better results in different areas. The recognition of the student as a person, with abilities and not just endowed with an empty mind to be



filled without reciprocity, has changed the way teaching is done and the relationship itself. In numerous research studies, it has been observed that a relationship based on mutual trust, empathic listening, and collaboration brings obvious positive consequences:

- More significant learning,
- Cognitive skills improvement,
- Better social and relational capabilities,
- Better self-esteem and a sense of self-efficacy.

In contrast, a negative teacher-student relationship led to several issues for both parties. For instance, hostile relationships between teachers and students produce stress (Jennings & Greenberg, 2009) and adversely affect students' academic, social, and emotional growth (McCormick & O'Connor, 2014).

This guide outlines actions that the NQT can take to improve the relationship between teacher and student. In addition, the guide provides recommendations concerning behaviors and approaches not to follow to avoid giving in to a hostile relationship. Finally, case studies are provided that emphasize the role of the relationship and show how satisfactorily the NQT can establish it.

Teacher-Student relationship development

Asserting the priority of the educational relationship over didactics is a consistent trend in pedagogy: it is necessary first to create an excellent educational relationship. It is then possible to teach, facilitate learning, and take care of each student's educational journey. Teachers should have a positive relationship with their students. Teachers should know the student and be respectful of them. Feedback should be given to the student so that they can improve themselves. In a classroom, teachers should make sure that every student is comfortable and is not being bullied. They also need to make sure that they are not just teaching but also listening to the students and giving them feedback on what they are doing wrong. Therefore, based on various studies conducted on the pedagogical topic, it is possible to identify three actions to cultivate positive classroom relationships:

- Get to know the students. One way to improve the knowledge related to a student's personality is by creating examples that match a student's interests. Some suggestions are highlighted below:
 - If a student who loves basketball asks a question about a math problem, you might respond to her/him with a situation involving basketball.
 - If a student who speaks Spanish at home asks a question about English vocabulary, the NQT might answer her/his question and then ask her/him what the word is in Spanish and how she/he'd use it in a sentence. This type of specific response shows that the NQT care about the students as people and that the NQT is aware of their unique strengths (i.e., fluency in another language).

Moreover, the NQT can build learning opportunities that are appropriate to the temperament of a student by considering their characteristics.

- If a girl in class is particularly distractible, the NQT can support her efforts to concentrate by offering her a quieter area to work.



- If a boy in your classroom is timid, appears engaged but never raises his hand to ask questions, the NQT can assess his level of understanding of a concept in a one-on-one conversation at the end of class.
- Give students meaningful feedback. The ability to give meaningful feedback is very much connected to empathic as well as teaching skills. Specifically, it is recommended to offer input by making explicit the emotional attachment to students and their cognitive and instructional development. An important aspect is the ability to deal and interact with all students equally, without apparent disparities. Body language is an essential characteristic that determines the development of a positive relationship.
- Create a positive classroom climate. "Classroom climate" is about the collective perception that students and teachers have of their being inside the classroom, which can influence their motivation and engagement and the set of attitudes, behaviors, and relationships established in that particular context. A positive classroom climate develops when teachers act as facilitators, using individual-centered teaching strategies, placing themselves in an authoritative stance in which they express their interest in the student as a person.
- Be respectful and sensitive to adolescents. Positive relationships influence students' motivation and engagement in learning. Students of all ages need to feel that their teachers respect their opinions and interests. Teachers' actions and words matter to adolescents, even in situations where they don't appear to care what they say or do. Teachers' efforts may even have long-term positive (or negative) consequences.

Improving teacher-student relationship: do's and don't

<u>DO'S</u>	<u>DON'T</u>
Make an effort to get to know and connect with each student in the classroom. Always call them by their names, find out information about their interests and strive to understand what they need to succeed in school.	Don't assume that being kind and respectful to students is enough to bolster achievement. Ideal classrooms have more than a single goal: teachers hold students to appropriately high standards of academic performance and offer students an opportunity for an emotional connection to their teachers, their fellow students, and the school.
Make an effort to spend time individually with each student, especially those who are difficult or shy. This will help to create a more positive relationship with students.	Don't give up too quickly on your efforts to develop positive relationships with difficult students. These students will benefit from a good teacher-student relationship as much or more than their easier-to-get-along-with peers.
Be aware of the explicit and implicit messages provided. Be careful to show to the students that it is required to do well in school through both actions and words.	Don't assume that respectful and sensitive interactions are only important to elementary school students. Middle and high school students benefit from such relationships as well.
Create a positive climate in the classroom by focusing not only on improving the relationships with your students, but also on enhancing the relationships among students.	Don't assume that relationships are inconsequential. Some research suggests that preschool children who have a lot of conflict with their teachers show increases in stress hormones when they interact with these teachers.
Students notice the interaction style. They notice whether the teacher show warmth and respect toward them, to other students and to adults at your school. Often, they will model their own behavior after the teacher's behavior.	Don't wait for negative behaviors and interactions to occur in the classroom. Instead, take a proactive stance on promoting a positive social experience by including students in discussions about prosocial interactions and consistently modeling those positive interactions for them.
Students notice the methods used to manage strong emotions. They notice positive strategies, such as taking a deep breath or talking about	



frustrations. Likewise, they notice negative strategies, too, such as yelling at students or making mean or disrespectful jokes about colleagues. Be aware that students will often adopt the strategies that you use.

How to measure Teacher-Student relationship:

Student-teacher relationship scale (STRS)

The Student Teacher Relationship Scale (STRS) examines teachers' relationships with an individual student in their classroom (Pianta, 2001). The 15-item, 5-point scale yields scores on Conflict and Closeness and has excellent psychometric properties across multiple studies and samples. The Student-teacher relationship scale is a self-report measure in which the teacher rates the extent to which each item applies to his/her relationship with the student. The STRS is scored by summing groups of items corresponding to three factor-based subscales that capture three dimensions of the student-teacher relationship: Conflict, Closeness, and Dependency. A total score is obtained to assess the overall quality of the relationship.

The STRS can be used in the context of prevention or early intervention for adjustment problems in school, to evaluate improvements in the quality of student-teacher relationships, and for program planning.

- Response Scale

Please reflect on the degree to which each of the following statements currently applies to your relationship with this student.

1=Definitely does not apply

2=Not really

3=Neutral, not sure

4=Applies somewhat

5=Definitely applies

- Items

- 1. I share an affectionate, warm relationship with this student.*
- 2. This student and I always seem to be struggling with each other.*
- 3. If upset, this student will seek comfort from me.*
- 4. This student is uncomfortable with physical affection or touch from me.*
- 5. This student values his/her relationship with me.*
- 6. When I praise this student, he/she beams with pride.*
- 7. This student spontaneously shares information about himself/herself.*
- 8. This student easily becomes angry at me.*
- 9. It is easy to be in tune with what this student is feeling.*
- 10. This student remains angry or is resistant after being disciplined.*
- 11. Dealing with this student drains my energy.*
- 12. When this student arrives in a bad mood, I know we're in for a long and difficult day.*
- 13. This student's feelings toward me can be unpredictable or can change suddenly.*
- 14. This student is sneaky or manipulative with me.*
- 15. This student openly shares his/her feelings and experience with me.*



- Scoring
Subscale scores are the mean of included items. Item 4 is reverse scored.

- Factors
Name Items:
Closeness 1, 3, 4, 5, 6, 7, 9, 15
Conflict 2, 8, 10, 11, 12, 13, 14

9.5 LIST OF OBSERVATION ACTIVITIES (MICRO TEACHING)

Introduction

Microteaching originated as a teacher training practice and as a pedagogical research tool (Isidori, 2003). In 1963 at Stanford University K. Romney and D. Allen coined the term microteaching. According to Allen (1975), microteaching can be defined as elaborate teaching, consisting of presenting to a small group of students a teaching situation of short duration on which to intervene by applying the methodology deemed most appropriate. The trainers and mentors monitor the short teaching. It will enable the supervisors of the microteaching session to show prospective teachers, in the analysis phase, the skills that will help them solve real problems of practice and mistakes made during teaching activities, to promote reflection on the act that flows into improved action.

Methodology

The methodological indications for the use of microteaching provide for the planning of a path divided into six phases: In the first phase, the participant simulates, in the presence of a small group of colleagues, a brief example of teaching (microlesson), focusing it on a teaching skill previously defined; the design of a teaching intervention (Plan) will begin, and the implementation of the intervention itself (Teach) will proceed.

Mentors can implement the second phase through two different formulations: a real one, in which the practice is introduced in an existing context (such as a classroom). The other mode of realization is the simulated one, and the microlesson carried out in a laboratory setting is video recorded.

Immediately afterward, there is a phase of observation and critical reflection (Feedback) in which the video lesson is analyzed with the help of a supervisor-trainer. The evaluation is based on a questionnaire of 20 indicators containing feedback on inclusive educational action and classroom management. The Likert scale of 1 to 5 was adopted.

In the fourth phase, in light of the feedback received and through the monitoring of the NQT of the microteaching session, any changes are made (Re-plan) by re-planning where necessary the teaching intervention and acting educational. In the fifth phase, the "staging" of the microteaching session will be revised (Re-teach). The last phase



represents the most crucial moment because it allows the implementation of the skills learned along the way: it is at this moment that the new video recording is analyzed (Re-feedback) to verify the changes that have occurred.

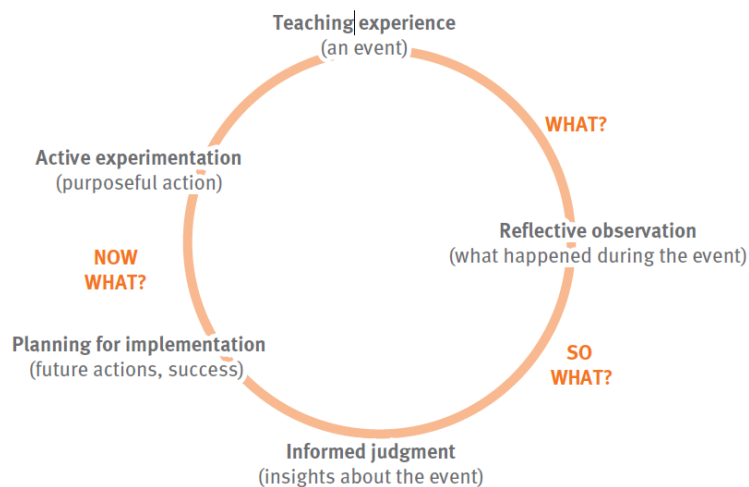


Figure 16: Reflection cycle (source: Adapted from Barnett et al., 2004=)

Settings

The micro teaching session must be conducted by several nqts who will take turns to carry out the planned activities. The presence of each mentor is required.

Micro teaching phases	Activities
1. PLAN	Selection of microlesson topic and planning of activities to be staged. Design of the educational intervention.
2. TEACH	Actual micro teaching implementation. Video recorded.
3. FEEDBACK	By viewing the microlesson recording, the nqts will have the opportunity to receive feedback from their mentor based on the evaluation questionnaire. It also allows them to identify, through the indicators analyzed, the strengths and weaknesses of their classroom performance and how the nqts manage it.
4. RE-PLAN	Design adapted lesson based on feedbacks.
5. RE-TEACH	Proper repetition of the lesson.
6. RE-FEEDBACK	A new analysis of the revised lesson is initiated. At this stage, mentors and NQT must analyze the new microlesson through the same form used in the feedback stage.

Evaluation form



Each question should be rated on the Likert scale of 1 to 5 with 1) Strongly disagree; (2) Disagree; (3) Neither agree nor disagree; (4) Agree; (5) Strongly agree.

1. Does the teacher keep in mind the learning of all students?
 2. Does the teacher take into account and try to reduce obstacles to the learning and participation of particular students?
 3. Does the lesson provide opportunities for peer and group collaboration?
 4. Does the teacher adapt the lesson to the needs of the students so that all can develop skills and knowledge?
 5. Does the lesson stimulate the participation of all students?
 6. Are differences among students used as a resource for teaching and learning?
 7. Does the teacher succeed in encouraging inclusion in the discussion by all students?
 8. Are lessons attentive to the emotional aspects, as well as cognitive ones of learning?
 9. Is the language used in the lessons, written and oral, is accessible to all students?
 10. Are students encouraged to explore points of view other than their own?
 11. Does the teacher create a positive and warmth?
 12. Does the teacher succeed in gaining attention and put the class in an expectant condition?
 13. Are students involved in the effort to overcome their own or of their classmates?
 14. Does the teacher take into account and value students' observations?
 15. Does the teacher keep in mind the management overall management of the time available?
 16. Does the teacher use space, proximity and movement around the classroom to be close to problems and encourage attention?
 17. Does the teacher readily interpret and respond to inappropriate behaviors?
 18. Does the teacher check the understanding of the students by asking questions?
 19. Does the teacher reinforce and reiterate expectations of positive behaviors?
- Does the teacher maintain clear procedural rules?



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