

CONTENTS

Tips to Remember	x
Strategies for a Positive Learning Environment	xi
About the Author	xii
Acknowledgments	xiii
Links to the AITSL Standards in Teachers' Stories	xiv

PART A: BECOMING A SAVVY TEACHER **1**

THE FIRST DAY **1**

Creating a positive learning environment 2

1 Being prepared: Proactive management **4**

Organising the learning space 4

Planning for behaviour 11

Understanding behaviour 19

Establishing positive relationships 26

What next? 30

A quick reminder 31

2 Developing strategies: Interactive management **32**

How do I respond to behaviour? 33

Settling in 34

Steps towards interactive management 36

Step 1: Preventing strategically 37

Step 2: Correcting assertively 43

Step 3: Supporting empathically 48

Step 4: Affirming strategically 54

Be firm, be fair, be kind	64
What next?	65
A quick reminder	66
3 Knowing what to do when things go wrong:	
Restorative management	67
How do I restore situations and relationships and facilitate behaviour change?	68
Discipline—an overview	69
Step 5: How can I follow through when students need to learn to behave differently and make reparation?	73
Strategies for students to self-manage	77
Self-reflection	79
Reflective exercise with problem solving	81
What next?	85
A quick reminder	86
4 Enable yourself, enable others: Supportive management	87
What do I need to know to manage myself in a school—what is expected of me?	87
Be prepared—enable yourself	89
Building support and relationships with colleagues	92
Building support and relationships with parents	95
Building a positive relationship with parents	97
Resources for teachers	97
A quick reminder	99
PART B: BEING A SAVVY TEACHER	100
TEACHERS' STORIES	101
TERM ONE	103
1. My first day and my first class—Yay, I'm good to go!	104
2. How can I teach my students to behave?	106

- | | | |
|----|--|-----|
| 3. | How do I get my students to pay attention? | 108 |
| 4. | What can I do about daily misbehaviour? | 110 |
| 5. | How do I settle a class so we can start learning? | 112 |
| 6. | What can I do when my students are restless and off task? | 114 |
| 7. | How do I manage when younger children are emotionally upset? | 116 |
| 8. | How do I get respect from students? | 118 |
| 9. | How can I ensure the correct use of technology in class? | 120 |

TERM TWO 123

- | | | |
|-----|---|-----|
| 10. | How do I deal with low-level, irritating misbehaviours? | 124 |
| 11. | What can I do about a noisy class? | 126 |
| 12. | How do I manage unkind behaviours in younger students | 128 |
| 13. | What can I do when students ignore my instructions? | 130 |
| 14. | How do I manage young children who don't follow my instructions? | 132 |
| 15. | Why do some students take so long to move between activities and lessons? | 134 |
| 16. | What can I do about students who repeatedly seek attention? | 136 |
| 17. | What can I do when students challenge me? | 138 |
| 18. | How do I manage students who are anxious or emotionally upset? | 140 |
| 19. | How can I ensure I don't neglect my 'good' students? | 142 |

TERM THREE 144

- | | | |
|-----|---|-----|
| 20. | It's a new term—why have my students forgotten how to behave? | 146 |
| 21. | Why don't students listen and do as I ask? | 149 |
| 22. | How can my students learn to be better organised? | 152 |

23.	What can I do when I feel my class is getting out of control?	154
24.	What do I do when students blame others?	156
25.	What can I do when children say 'No!' and won't cooperate?	158
26.	What can I do when older students won't cooperate?	160
27.	What works best when applying consequences?	162
28.	How do I manage hurtful behaviours in older students?	164
29.	How can I build a cohesive and caring class?	166
30.	What can I do when students are disengaged and negative?	168
31.	How can I build students' self-esteem?	170
TERM FOUR		173
32.	How can I support CRTs to manage my class?	174
33.	Teaching in a multicultural environment—what do I need to remember?	176
34.	What do I do when students are really mean and hurtful to others?	178
35.	How do I manage extremely challenging behaviours?	180
36.	What do I do when students say they 'don't care'?	182
37.	How can I best manage students with special needs in my class?	184
38.	How can I build resilience in my students?	186
39.	How do I know when to call on the school's behaviour management practices?	188
40.	What can I do to maintain positive relationships with colleagues?	190
41.	How can I build positive relationships with parents?	192
	Appendix	195
	Bibliography	205
	Index	207