



Cambridge Assessment
International Education

How do I create the right classroom conditions for effective learning?

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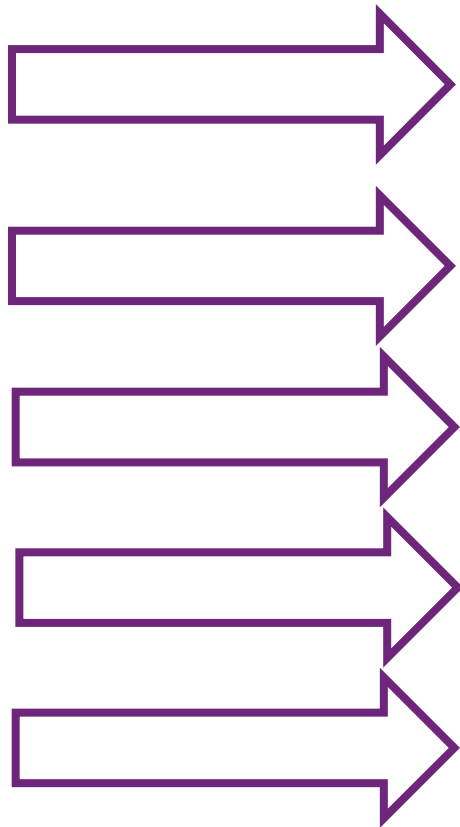
Getting started

- ▶ As you arrive, please complete the force field analysis on your tables.
- ▶ Do this in pairs/threes, and then table groups.
- ▶ Be prepared to share with the whole group.
- ▶ What are the major themes?



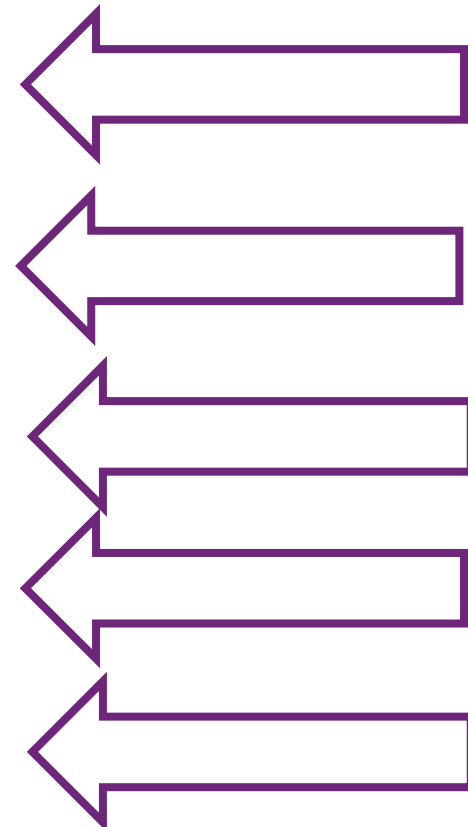
Lewin's force field analysis template

Factors enabling
this climate



Features of a good
classroom climate

Factors restraining
this climate



Setting learning expectations

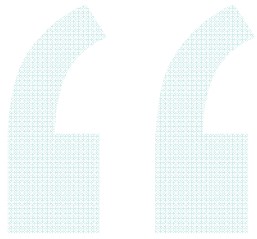


Key topics today

- ▶ Behaviour for Learning
- ▶ Physical environment
- ▶ Talk and questioning

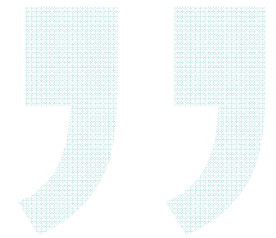


Behaviour for learning: expectations



‘Treat people as if they were what they ought to be, and you help them to become what they are capable of being.’

Johann Wolfgang Von Goethe



Pause and direct

1. Firmly say the name of the learner.
2. Pause and wait until you have eye contact and their attention.
3. Direct them to what you want them to do.

**Anna...stop
talking to Sara
and get on with
your work.**

Partial Agreement

Partial agreement de-escalates situations.

It enables the teacher to take control whilst preventing the student from feeling embarrassed.

Teacher: Stop turning around to talk to Ben.

Learner: Sir, I wasn't.

Teacher: Maybe you weren't but I want you to face the front and continue with your work.

When and then

- ▶ **WHEN** you put your hand up, **THEN** I will listen to your response.
- ▶ **WHEN** you are quiet, **THEN** you can have your break time.
- ▶ **WHEN** you have calmed down, **THEN** I will let you join in.

Choices

Matt, you have two **CHOICES**.

Either you **CHOOSE** to turn your mobile phone off and put it in your bag or you **CHOOSE** for me to confiscate it until one of your parents can collect it.

What's your **CHOICE**?

Are you okay?

It is important that the teacher has good peripheral vision in class. This technique is a **preventative** strategy.

e.g. The teacher spots Jenni trying to distract another learner at the other side of the room.

Teacher (smiling and calm): Jenni, are you okay?

Jenni: Yes, I just wanted to ask Kat something.'

Teacher (smiling and calm): No problem, it's break time next so you can ask her then.

Tone of voice



Dialogues

- ▶ In pairs, write a short conversation where you model one of the techniques explicitly to your colleagues.



The physical environment



'Silent' conversation

- ▶ For each of the statements around the room, add your thoughts:
 - ▶ What are the pros and cons of each approach?
 - ▶ What examples do you have from your own practice (anonymous)
- ▶ Feel free to respond to other people's points with comments or examples



Effective talk and questioning

- ▶ Which techniques did you spot?
- ▶ What others do you know?
- ▶ Why does this matter when we are trying to create the right climate?



Don't forget . . .

- ▶ It's all about the learning



Final reflection – exit passes

- ▶ Think of one technique that you will use:
 - ▶ Next week
 - ▶ In the coming term
- ▶ For each, write briefly on a separate postit.
- ▶ Think: how do you know this will make a difference?
- ▶ Be prepared to share
- ▶ Post by the door on your way out.





Any questions?



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THANK YOU

