

Classroom Skills: Behaviour Management

Assessment task- Quiz 1-5

Please ensure that you view the audio-visual clips on the USB, read through the workbook sections as instructed and complete the quizzes as directed.

Quiz 1

1. There are some really simple rules and techniques that all teachers can follow to ensure they are creating positive learning and teaching environments. True/False
2. The NSW Government and Educational authorities expect providers of SRE to regularly update SRE teachers in classroom management and child protection training. True/False
3. There is no need once you are experienced to take the opportunity to observe lessons of other teachers. True/False
4. Favouritism of well behaved students is a good technique because it really shows problem students that they need to pull their socks up if they want you to treat them fairly. True/False
5. A really important part of teaching is establishing routines for all phases of the lesson. True/False
6. Giving clear descriptions of expected behaviour and of routines is not really an important part of classroom management as students should already know what to expect based on the rules the school has put in place. True/False
7. Mapping out your lesson is sensible for your own teaching, but giving students a clear sequence of how a lesson will progress is a bit of a waste of valuable time in SRE. True/False
8. Student-based triggers for bad behaviour may include (A) A lack of understanding of what is required of them. (B) Bad upbringing and ingrained naughtiness. (C) A lack of maturity, poor attention levels, learning disorders. (D) Both A & C
9. Often there are teacher-based triggers for poor classroom behaviour, which might include: (A) A lack of preparation by the teacher. (B) A lack of clarity about what is supposed to be happening in the lesson. (C) Unrealistic expectations of students and/or a lack of self-discipline in the teacher. (D) All of the above.
10. Seating plans in the classroom: (A) Suggests to students that a teacher simply doesn't trust them. (B) Is a good way of learning names quickly. (C) Manages behaviour by separating students who distract each other. (D) Both B & C.

Quiz 2

1. One of the mistakes that schools and teachers sometimes make is having long lists of rules for students to develop; we then get 'paralysis through analysis'. True/False
2. Just pausing, slowing down, even stopping prior to speaking to students helps to ensure students are really listening to what is being said to them. True/False
3. Asking students to avoid the distractions of other people and objects in the room has little to do with the art of good listening. True/False
4. Good teachers allow for good questions that are asked appropriately, while keeping a handle on time constraints. True/False
5. If you think a question is inappropriate, not age appropriate or perhaps being mischievous, you don't have to apologise for avoiding it; simply refer back to the content you are teaching and ensure that students are staying on task and on topic according to the approved curriculum. True/False
6. One of the strongest indicators for a good learning environment is: (A) The way that students ask questions. (B) The way that teachers ask questions. (C) How silent a room is. (D) Both A and B
7. Teachers will not always know the answer to a question in which case it is best to: (A) Turn the attention back to the student and suggest it is a silly question to save personal embarrassment. (B) Promise to come back to a question at a later time after you find out. (C) Bluff confidently using big words that students won't understand anyway. (D) Set it for homework to teach the students a lesson.
8. Good questions are: (A) Not repetitive and help others in the classroom. (B) Are not meant to disrupt and are always asked politely. (C) Ones that use words like who, what, when, why and how. (D) All of the above

Quiz 3

1. Following instructions includes listening well and being able to repeat, list, read or even write down instructions. True/False
2. In group work good teachers make sure every student has a clear role to play in the groups. True/False
3. It is sensible to let students pick their own groups to work in to make sure they feel comfortable and show that we trust them to get things done. True/False
4. Good sharing that leads to good learning includes sharing time; this means: (A) Waiting our turn. (B) Not dominating talk time or all the questions. (C) Using our own time well so that it doesn't stop the learning of others. (D) All of the above.
5. Teachers have an important role in helping students to develop cooperation with and respect for their peers. This involves: (A) Expecting students to show manners and use words like excuse me, please and thank you. (B) Giving and receiving compliments and encouraging others. (C) Modelling for students what's involved in working well with others. (D) All of the above.

Quiz 4

1. Students are much more likely to live up to the behavioural expectations of the school, the teacher, the classes own rules, if they understand why those rules have been put in place. True/False
2. It is silly to think that collaborating with students to develop rules will be effective. It is a sign of weakness. True/False
3. It's important when we're dealing with consequences for students, that we implement those consequences in a way that is an opportunity for learning, not for retribution. True/False
4. Your ears and eyes are critical in monitoring classroom behaviour and work completion. Therefore, good teachers place themselves in spots that allow good coverage as they move around the classroom. True/False
5. It is important to make your mark early in the year so don't be concerned with overreacting to minor behaviour problems and make examples of a few students to ensure respect for you and the rules. True/False
6. If a student has done the wrong thing, they no longer deserve your respect and need to earn it back. True/False

Quiz 5

1. Sometimes teachers can focus too much on negative consequences and miss opportunities for behaviour modification by being positive. True/False
2. Asking a student to remind the whole class of the rules is pointless. Once you've explained a rule you shouldn't have to do it again. True/False
3. Warning students before moving to more serious consequences is often a good way of nipping things in the bud and changing behaviour. True/False
4. Good teachers never stay in the same spot for too long, they use the tool of presence in the classroom. True/False
5. Preparation and variety have little part to play in classroom management, you are there to teach, not entertain. True/False
6. Timeouts in the classroom space are effective because: (A) They remove students from a situation and provide think time. (B) They allow teachers to clarify their thinking and calmly respond. (C) It allows the teacher the time to consider how to really make the student pay for their disrespect. (D) Both A & B
7. Simple limit setting strategies include: (A) Looking at a student so they know that you are aware of what they are doing. (B) Pausing and waiting for the student to correct their behaviour. (C) Shouting at the student to show your frustration at their lack of cooperation. (D) Both A & B.

Please tick the box and complete the following:

- I have viewed the audio-visual clips and worked through the student workbook for the training module 'Classroom Skills: Behaviour Management.'

Name (print): _____

Parish: _____

Signature: _____

Date: _____