

SPECIAL **REPORT !**

**How to avoid the 20 BIG
mistakes that are costing
teachers results, stress and
missed opportunities !**

Classroom Management **Techniques That Work**

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(fellow of the professional speaking association)



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David has worked in schools all over England for years giving keynote talks and workshops to between 20'000 and 30'000 students and teachers each year.

In that time he has seen thousands of teachers interacting with students, parents and peers.

David is a renowned professional speaker and in this special report he gives you the “MUST AVOID” list of the 20 BIG mistakes made by some teachers and

how YOU can avoid unwittingly doing them yourself.

This special report gives you simple, easy to apply, effective solutions to improved classroom management, based upon many years of research into how highly effective teachers, trainers, speakers and presenters work.

This gives you increased confidence, certainty and conviction to be the teacher that is remembered for all the right reasons.

David delivers workshops and talks on the subject of personal effectiveness.

This includes;

Independent learning	Goal Setting	Confidence / Self Esteem
Memory Skills	Revision Skills	Motivation
Presentation Skills	Enterprise Events	AimHigher Activities
Attitude	Personal Responsibility	
Emotional Intelligence	Gifted & Talented	Interview Skills
Fundraising	Team Building	Stress Prevention
Body Language	Communications	African Adventures

.... Plus Stretch has access to many inspiring professional speakers and top achievers that can visit your school to share their message.

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The tips and advice given within these pages are not guaranteed to work for every teacher as everyone has their own unique style of working, but are based upon tried and tested techniques that Stretch have seen used by successful and effective teachers, and/or used ourselves to aid control, discipline and improve class/group management.

BIG Mistake No 1;

“No Rules Teaching”

Many teachers believe that the “school rules” are enough to keep order and/or inspire students to be at their best.

I have seen many schools where this works, and others where discipline can get way out of hand, when all was needed was a few classroom rules laid in stone during the first few lessons.

Ask students what they want to achieve. Ask them what they believe is acceptable and unacceptable behaviour within the classroom if this is to be achieved.

Get them to write it all down. This can include how they have to “be” or “behave” in your lessons.

Things may include, start on time, respect opinions and people, silence when requested, homework on time etc etc

Students should then **ALL agree** that for as long as you deliver their learning outcomes, that they will follow their rules.

Agree a consequence criteria and reward structure that is fun, acceptable to all, and enforceable (that may follow the school discipline code ... or not)

..... I have seen water pistol punishments, chocolate bar rewards, un-cool nicknames used for a day etc as rewards and punishments)

Then get students discussing what are the key things that they can agree on that are to be “the class rules” for YOUR lessons.

Get it drawn up nicely, laminate it and stick it on the all during lessons where all can see it.

You may find that lesson discipline is a self-governing thing for a long period of time, and situations that may have escalated quickly, are now sorted and dealt with by pointing to the rules and asking an unruly student “do you and the class think that your rules are being stuck to?”

BIG Mistake No 2:

“Looks Really Can Kill”

It is often said that people can tell what another is thinking or feeling just by their facial expression.

Didn't somebody once say that “the eyes are the window to the soul” ?.

So can you remember a teacher from your schooldays that had a face like thunder.....? Remember the one with “that” reputation?

Facial expression and good eye contact can engage trust like little else can.

Have you ever seen those friendly “meters and greeters” in your local large supermarket? The ones with the big badge saying “Ask Me” and the brightly coloured tabard or jacket?

Is this just for customer relationships do you think?

No They do it because study suggests that if eye contact is made with someone as they enter the store, the shopper is less likely to steal because they both feel a connection with the store staff and/or they think they will be seen.

What can we take from this as teaching professionals?

Stand either at the door or at the front as students walk into the room and even if they do not look at you, make eye contact with each and every student as they enter the room.

Verbally acknowledge the students as they enter with a “hello.... How are you?” or other greeting.

Sounds simplistic doesn't it, but think about it?

If you went to buy a second hand car and the seller would not look you in the eye and he or she told you of its “one owner who was an old dear who used the motor to run down the shops”, would you buy that car from them? I think not?

Sincerity is “KEY” here. Do not do this (or most of what is in this book) if you do not “mean” it with good intent as in body language it is too easy to spot a fake and others will then not trust you.

In the next big mistake tip, I talk about the next body language jigsaw piece that connects with eye contact that when combined with eye contact can win hearts and minds of even the toughest crowd.

BIG Mistake No 3:

“The Famine In The Classroom”

A smile costs nothing yet gives so much.

Up front I must state (as with eye contact) that if you are not sincere with your actions here, that a fake can be spotted very easily by students, so be sure to “mean” what you do and say to young adults.

For some great teachers there is fun, smiling and enjoyment built into the lesson plan for each and every session. For others it can seem that each lesson is a trudge through the day without any hint of fun or enjoyment.

Why?..... there doesn't have to be a famine of smiles.

A smile can be infectious (in a groovy way !) and as a welcome, when combined with good eye contact, smiling can build rapport quicker than anything else.

As an icebreaker, get students (or teachers) to sit and face the front. Connect emotionally with an authentic thought and feeling of love, appreciation and happiness as you look each student in the eye.

Your natural smile (and grin) will receive an almost instant reciprocation from most. In fact for someone to resist smiling back at you would take a good deal of will power which you can even acknowledge as a skill.

It is built into our hardwire brain as an automatic response as a baby to mimic a smile (with the exception of those who were not smiled at as a child of course !?!)

Smiling and delivering a happy classroom environment can become a habit that pays dividends long into the school year. Students will “want ”to attend your lessons, and remember you as a “cool teacher” for all the right reasons.

I bet you can remember at least one teacher who engaged you and held your attention through such methods.

BIG Mistake No 4;

“Not Gaining Trust”

You will not believe, or at best “not listen” to a teacher that you do not trust. Many things can help gain or improve trust, but to start with, when combined with eye contact and a genuine smile, a simple handshake can build trust over time.

In this short report I can “sadly” not go into great depth on this subject but here are a few tips to help teaching professionals.

The handshake should be a greeting to or for another person;

*NOT a way of showing others how strong you are

*NOT an awkward thing you do whilst avoiding eye contact whilst looking at the floor giving a limp wristed apology for a handshake

*NOT a high five, punch fist or other “street” greeting in a vain attempt at getting credibility with young adults. (I tried that and got laughed out the room)

Look others in the eye, smile and offer a hand that is straight (not up, exposing the palm, or down, showing the top of the hand).

Put your hand in theirs and match their grip intensity as this shows an attempt at rapport. If your handshake is “too” different it can break rapport as easily as gain it.

Stand at the doorway as they enter the room or at the front and ask them all to shake hands as they enter.

This, despite initial embarrassment or potential ridicule can quickly become something that bonds you with students as they will assume that you are treating them with respect and as an adult.

***top tip;**

If they offer you an open palm handshake that is weak, gently turn their hand level and you keep eye contact and smile. An open palm combined with lack of eye contact and awkward body language “can” (not always) suggest a lack of confidence in the other person and by turning their hand level you are telling them that you treat them as an equal.

If they offer you a hand “on top” with palm faced down this “can” (again.... Not always) suggest that they assume or seek dominance in the relationship so it is vital that you again, smile, look them in the eye and gently turn their hand level as you shake hands showing them that they are not in control and that you are equals.

If you need to assert yourself, you may even consider turning your hand slightly over theirs as you turn it to show that you are in control within this situation.

BIG Mistake No 5;

“No Time Management”

again..... a huge subject that I could give you a book on all by itself.

My observations have suggested that there are two reasons why some teachers struggle with time.

- 1) they have not planned and controlled the lesson
- 2) students have controlled the lesson

Most human beings (especially at the start of a new experience, such as a new class at the start of a year) are seek to be guided as to the rules, structure and general feel for what is happening.

Try these

- a) If you have a 50 minute lesson, allow five to ten minutes at the end for the “teach me” section where students have to teach the teacher what they have learnt in the lesson. After all do we not learn best when we teach?
- b) Give students clear outlines of how time is going by having a piece of music on a loop playing during your lesson. The music is the exact length of your lesson. It begins at a normal/louder level and gets quieter over a 90 second period to silence. This gives students a clear (and agreed) sign that the lesson is starting. You can have a mid-lesson piece of music if you wish to serve as a reminder to yourself and make sure you are on target with your lesson plan, then, at the end with 90 seconds to go, the 90 second loop gets louder giving students a clear sign that the lesson is or has finished.
- c) Between the start and end loops of music you can have a piece of baroque music playing at a barely audible level which is said to help students with concentration levels.

Another great time management tip is to think about what you do at lunchtime. Sure the staff room can offer some light relief from time to time from the daily routine, but is it serving you or hindering you?

Is the conversation positive and upbeat?... if so then keep going. If not, try going for a five or ten minute brisk walk, or getting some fresh air whilst eating your sandwich, then close the classroom door and get some marking or planning done. Thirty minutes saved each day that you could be relaxing of an evening instead?

Worth a try eh?

BIG Mistake No 6;

“Not Knowing How To Open & Close A Lesson”

Take just a minute or two at the start of each lesson to let the students understand what it is they will be doing in your lesson. This pre-frames their mind to be more accepting of what they are about to hear or experience.

Perhaps MORE importantly, talk to them (rather than “telling” them) “WHY” they should listen and learn this information. Give them the benefits to them of knowing and retaining this information so that they have a term or reference or reason to get involved.

Refer to your introduction;

“As we said at the start, we are now going to learn So that you can which gives you the ability to”

Would you be more motivated if you understood the benefit and outcomes of your work?

I recall a great teacher from when I was a student that had a fearsome reputation, yet had the respect of students because of the way he ran his lesson.

Mr.Dyson made it very clear what was and what was not acceptable behaviour in his lesson and if the lesson had gone well he would get us to put our books away about five minutes before the end, and he would sit on the front of his desk and chat to us like adults, asking our opinions and enquiring about our hobbies, interest and “take” on things ranging from school, current affairs or other (sometimes close to the knuckle) subjects that were of concern or interest to us.

Because we knew where we stood with him;

Because he treated us like adults;

Because he listened and took interest;

..... he was labelled as a “cool teacher”.

Even the tough kids respected him.

BIG Mistake No 7;

“Lack Of Visibility”

Some teachers wonder why some students do not treat them with respect or ask questions?

Being “there” for students when they need us is key to this.

If “every” lunchtime and break you seek the sanctuary of the staff room and “tut” at the thought of giving your time up for students, I will beg you to think again.

As human beings we naturally trust and respect (more) those who are visible as being “there” for us. There when needed, and/or those who we know where they will be if we needed them.

Do your students know where to find you or how to approach you if they needed to?

What if you as a professional were more visible in the corridors in-between lessons to raise your profile and reputation amongst the student body and also as a preventative approach to behaviour issues in break times?

One school saw a MASSIVE turnaround in behaviour as a result of teachers all agreeing to take this approach as part of a series of measures to aid student attitude.

Then, at lesson time, be at your classroom or lecture theatre before your students and be visible in the doorway which improves behaviour in the corridor vicinity and also plays a part as the start of a greeting to your class..... Maybe before you shake their hands and make eye contact whilst smiling as they enter the classroom?..... just a thought!

And finally I would strongly advocate being visible in places and at times where “your” students least expect you to appear.

If whilst in conversation you discover that a few of your students are in the hockey or rugby team, or they are part of an enterprise group that is starting a business to raise money for charity,..... why not turn up and support them, just because you “give a stuff !”

The smallest things can make the BIGGEST differences !
Be visible, be heard, be known and be seen.

BIG Mistake No 8;

“Lack of praise”

This is all about being consistent.

Be consistent in your use of praise, and your discipline.

Many “middle of the road” students are only in need of appropriate praise and encouragement to achieve at a higher level.

Regardless of how you manage the classroom, your ability to get students to “listen” to you, engage, and respond to you will increase if, from the start, you are perceived as being firm, fair and consistent with praise and discipline.

In relation to praise..... it costs nothing but a tiny amount of energy, and concentration to pounce on positives when they happen.

Each and every time a student does or says ANYTHING positive, pounce on it and give sincere praise. Again..... a fake will be spotted a mile off so don't go here unless you “mean it”

If a student has made even the slightest effort to take themselves to the next level, it is essential to support them, re-enforce their ability, and if required, hold them accountable.

When giving praise it is great to point at the person and speak with conviction as you say “well done....” Etc (oh I can hear my mother now saying that it is rude to point at people)

Do not be afraid to use body language to emphasise praise by taking steps towards and leaning slightly towards the student at which you are directing the praise.

Ask students to rate or even score success within the group or by individuals as this raises awareness of others within the group who could otherwise become “grey” students.

Have celebrations specific to your classes where, for example, if the group work together to revise and can score an average of XXXXX in the next test or exam, you will reward them with XXXXXX?

BIG Mistake No 9;

“Shouting & Raising The Voice”

I was about to start a keynote/workshop to a year 11 group, 240 in number and had opened my mouth to begin speaking when

The noise was incredible !

A teacher that I had talked with just ten minutes earlier in a calm and fun conversation was standing outside the hall berating a student on the top of his voice. The student had a facial expression that screamed “WHAT- EVER !” yet the teacher persisted in his torrent (and volume) of finger pointing and red faced rage.

Who came out on top in that situation?

I have had a knife pulled on me, had a student swear at me and walk out, had a student threaten to “blast the flesh from the Zionist”, and even had one refuse to say single word throughout.

Each of these situations was dealt with to a satisfactory conclusion without me even raising my voice.

I didn't even know what a Zionist was at the time? I had to look it up?
..... I am not one.

Would you “EVER” be inspired to achieve, or change any behaviour by someone shouting at you in such a tone?

So why do we do it?

Warning *

Anyone who does the above may not like what I am about to tell you.....?

People shout at young adults because they lack the skills to control, motivate or discipline without having to resort to a sense of superiority that is unfair when used against a developing mind.

This statement sounds a bit severe, but be honest with yourself..... have you ever respected someone who has shouted at you?

“IF” you know the student well, and/or understand their mindset, and they have let themselves down in any way, it (in my experience) can have a far better effect if you ask them (not shout) a question such as “is that acceptable to you, bearing in mind what you are capable of?”

BIG Mistake No 10;

“Not delivering the goods”

If your employer promised to back you in a dispute with a parent or student where you were in the right...?

If your employer were to promise you improved conditions of work...?

If the government were to promise you a pay rise or a new build school...?

..... And then not deliver !?!?!?!?

Would you believe another word they said to you?

“... EVER ?!”

So if you promise students one thing and then not deliver, how can we expect any rapport, reputation or acceptance afterwards?

Would you expect them to engage with you and learn in your lessons?

The customer service mantra holds true; “Under Promise & Over Deliver !”

If you are to improve your performance as teacher you must do what you say you are going to do.

If you promise rewards – follow through.

If you threaten discipline – follow through if required.

If you promise anything Follow through Or in those situations where you may *have* to break a promise.....? Make it up to them.

BIG Mistake No 11;

“Lack Of Profile & Reputation”

How many times have you seen it happen....?

Two teachers go for the same job promotion. Both equally capable.

If anything you get slightly better results.

The other teacher gets the job because of what you perceive as being “more popular, or having been there longer”

Or.....

A student is working on a project and needs help or support with it in an area that you can help with. Frustratingly you watch the student (despite your verbal offers of help) ask parents and tutors for advice but then not yourself resulting in the student handing in a piece of work that could have been so much better.

Reputation can be confused with egotism, and many other things that hold a negative connotation and a bad (even if wrongly assumed) reputation can spread ten times faster within any community than any good or positive reputation.

Go the extra mile, help students, get involved, talk to them, understand them. Do the same with your fellow teachers.

Whilst important that you hold a good reputation with your fellow professionals, it is your relationship, rapport and reputation with the student body and their parents that will raise your reputation quicker than anything else. You could be remembered as the “cool teacher” !

At times where you may feel under pressure to do “things right”, your reputation longer term will be served by doing the “right thing”

Reputation improves when you speak to young adults as if they were adults. Work on emotional intelligence and communication skills. Invest in yourself and your skill set.

Try an NLP (Neuro Linguistic Programming) workshop or book to understand more about language, tonality and how to use it to influence and gain rapport. Read a book on body language, stress prevention, or understand how to empathise more as increasingly we are seeing more and more young people in our schools with issues around self esteem, confidence or using inappropriate behaviour that masks things going on outside of the school gates.

Be authentic, be there, and be positive and supportive. Your reputation will grow for all of the right reasons.

BIG Mistake No 12;

“Little Or No Rapport”

“who are you?”

“why should I listen to you?”

“I don’t really care what you’re telling me!”

If you have heard these things, or have ever seen a “look” on a face that suggests they may be thinking any of the above, then it could be because a teacher or parent is trying to give information, learning, or asking a request of a student before they have gained a rapport with them.

As adults we do it all the time as well. I have seen many a senior leader (on staff training days that we deliver) “tell” of big changes that “will” be implemented, before they have got rapport with their team.

In our two hour workshops on goals setting, revision skills, enterprise or presentation skills we can spend up to the first 30 minutes engaging the audience and seeking rapport and permission to work with them.

Without this, asking them to try anything new or potentially challenging is a real issue, where a great introduction including rules, incentives, consequences and fun can actually win over potentially disruptive students from the off and even get them on your side.

When we work with students we ask up front;

“I want to speak to you like adults today. Is it okay with you if I do this?”

“If you stay, take part and have fun I promise you that there is a chance of winning XXXXXXXX and I will give you 100% and respect you totally.”

“If you decide to stay in the room then mess around you accept these consequences XXXXXXXXXXXXX”

“If you do not agree to the rules, you can come right now and shake my hand and I will respect that you have made an adult decision to not take part and I will allow you to sit at the side and not take part, but if you then doss around, you will be subject to the same consequences as the rest of them”

“what is acceptable and unacceptable behaviour? How do we need to “be” and “behave” to get the most from this session”

I have even been known to burn some money, do a magic trick, give away a prize up front with the promise of more for those who “step up” etc at the start just to engage the audience enabling me to then give them information that is more readily taken in and accepted.

I can even use some self effacing humour to show that I am not scared of what others say or think about me which again can let the more challenging students know that I am not weak and I do what I say.

The trick is to treat them like adults unless they deserve otherwise.

BIG Mistake No 13;

“Little Or “NO” Recap Of Work”

It is vital to recap or review your work with student to ensure that their retention and recall of information is at the right level to achieve what you need them to do.

Rather than do a dry and potentially boring revision session though, have a go at using a memory technique that links your information to silly, scary and fun images.

Your lesson start can be you teaching the students a silly or fun list of things that link to the key points of your lesson, then, at the end, you can recall the list with them and explain during the lesson how each image links to a key learning point.

If done correctly, you will find that students will happily want to try and recall your lists over time and if done with real flair, they will be able to recall amazing amounts of information just by using these image lists.

A German psychologist called Hermann Ebbinghaus (well worth looking into) did extensive work on memory and recall and habitual thinking and behaviour.

He proved that over time, if work is recalled and reviewed, both the recall and comprehension of information rose drastically.

Mind mapping, memory stacking, memory journey and many other memory and accelerated learning techniques can take very little time to learn and can get rapport (due to it being fun) with students and can have a MASSIVE impact on your results.

Get students out of the classroom and take them for a short walk around the school as you recall out aloud the key points of a lesson, maybe to a tune, or rhyme.

Using the above mentioned techniques we once did an experiment in a primary school and taught an A level history piece using a fun story and a memory stacking technique.

Within 40 minutes “ALL” students could recall twenty facts about ancient Egypt and explain to a teachers satisfaction that they had a grasp of the context and application of these facts.

One day, we may even see closed eye relaxation processes with subliminal teaching used to aid recall. Our own initial experiment with this have shown some impressive results.

BIG Mistake No 14;

“Lack Of Personal And Professional Development”

“what a waste of time”

“I don’t need to learn new things”

“fluffy woolly nonsense”

Frequent expressions heard in relation to personal and professional development.

“I did my teaching degree, what else do I need?” is perhaps the most common one I have heard.

This may enable you to get your head down and get some work done. All things considered, it can be a little short sighted and can medium to longer term greatly inhibit your effectiveness as a teaching professional and also limit your chances of promotion and advancement.

At the very least it may lead to a “reputation” of being close minded, negative in mindset, aloof, or even not part of the team.

If you are a dedicated professional I can suggest three things that can change/improve your skills, reputation and effectiveness.

1) Looking into

I once interviewed Gold medal athlete Kriss Akabusi who said that if somebody was good at something you wanted to be good at, I should look “into” them rather than “upto” them.

He suggested that we should study how they do what it is they do in fine detail. Preparation, delivery, stance, voice, gesture, thoughts and behaviours etc. We should then model these and make them our own.

2) Reading & selective course attendance

Read the latest ideas from leading thinkers, teachers and business gurus. Attend courses and workshops but be sure to know 100% what you will take from it and apply. Never just turn up, learn, leave, then use nothing.

3) Own time investment

The serious and ambitious teacher may even invest in themselves in their own time. I would strongly recommend learning about body language, personality profiling, NLP (Neuro Linguistic Programming), coaching skills, mentoring skills etc

BIG Mistake No 15;

“Being Too Serious & Over Use Of The Stick”

It is important to remember that a teachers main focus is or should be, student development and academic results.

With the huge pressures placed upon teachers by the curriculum, parents, leadership, government and themselves. Add to this the workday that seems controlled by a bell and you could easily be forgiven for having periods of time where you loose sight of “why” you came into teaching.

For many it is to “make a difference” to the lives of young people.

I frequently see teachers at the point of burn out either through workload, bad time management or stress.

A straight face is common, a frown is seen frequently, and I have even seen scowls from time to time. Once I saw a student receiving a “hair drying” screaming barrage from a teacher for very little reason. Maybe you know someone who takes their frustrations out on students?

STOP !!

Before it gets to this point focus on how you can personally be happier at work. Smile more. Make time for fun in the classroom. Give the students (and yourself) incentives and rewards for excellent work and really “stepping up”.

There can be no benchmark for how many times it is acceptable or not to shout at a young adult, but I would say only in praise, or if you felt personally threatened.

If you are shouting or raising your voice in anger more than a couple of times a Month, maybe you need to look at your style of managing situations, and even consider some training in conflict resolution and communication skills.

I took offence when someone suggested that I should learn about communication skills etc, but what I learnt and applied has helped me to manage groups of 240 students for anything from one hour up to a whole day.

Look for positives in your students, especially those who seem to be always on the end of your wrath. Ask them for their side of a situation and listen to them to make sure that your version is the true one, as it is not always the case.

BIG Mistake No 16;

“Lines Drawn In Sand”

“I told you that if you did that again you would be out the classroom !!!”
“Once more and I mean it !”

Have you ever caught yourself saying that?

It is very hard to take someone at their word if they draw lines in sand. By that I mean, if you say you will do one thing and then do another, you will lose respect very quickly.

The start of a year or first few lessons with a new group are critical to set boundaries enabling student to know what they can and can't do, and what the consequences will be if they continue with disruptive behaviour.

If you have students with attention issues or behavioural challenges get them on your side by asking them to be a group leader or director and govern behaviour and choose students for tasks etc on condition that they themselves work to the guidelines agreed or set out in a lesson.

There are a few people who thrive on being in control of a situation but in group settings be they students, teachers or parents, most people (in a new situation) seek to be led and told what to do.

I once took a group of business leaders on an adventure experience and these people were all business owners or senior leaders very capable each of them of managing people and situations that they are familiar with.

I stood back and watched them as we arrived in our foreign and rural location where they knew no language or plan of what to do.

They became almost children, looking for a leader or assuming to be a leader, and in some cases, showing big signs of stress being out of their comfort zones saying and doing things that they would have found unthinkable back home.

As soon as we took control and guided them, they were fine again.

Have you ever seen this in a teacher staffroom discussion or a student group?

Therefore is it any wonder that in a lesson, if the teacher does not assert themselves as being in control, then they will seek take control?

Be the boss, and draw lines in stone, not sand.

Do what you say you will do.

By all means be open to opinions and be fair, but always there should be lines that are not crossed.

And if they are?

Know and rehearse exactly what you will do in that situation.

BIG Mistake No 17;

“Not Using The Biggest Weapon In The Teachers Armoury”

For the sake of this piece I will refer to the “weapon” as “Ryan”.
Every class has one..... A Ryan.

Ryan is a nice lad who has a short attention span.
He is the tough cookie that may even be feared by his peers.

He is quite smart but hides it very well behind a lack of self esteem and the wrong peer group.
He is not “nasty” but is always seeking to challenge, disrupt or be silly without invitation or provocation.

One to one he is great, but in front of his mates he becomes the “ring leader”.

Know him do you? How many do you have in your classes?

Speak to Ryan and if possible, his parents, and use very passionate and positive language and tonality to say that you want to help him and will stand by him if he does right.

Use gesture and body language to express how serious you are using positive language all the time.

Ask Ryan to help you by influencing his friends in anything but a positive way and ask for parental support and permission from Ryan and parents to use incentives and consequences should Ryan tow the line and get involved, or step over the line and do wrong.

In class, if Ryan does anything, and I do mean “anything” positive, pounce on it and re-affirm the positive with “well done”, “great contribution” etc

Use Ryan as an example to other potentially unruly students by pointing out how good Ryan is being, and how they could learn from him.

If Ryan steps out of line, use the consequences agreed with parents, and he succeeds be sure to follow through with the agreed reward.

BIG Mistake No 18;

“An Expedition Without A Compass”

Having your own lesson plans and target grades are all well and good, but do you ever seek opinion from the students both as individuals and as a class on setting their own targets.

If you are teacher and you have “say” 24 students in your group, would it be wise to set out on a trek with only you holding a compass and knowing how to use it?

Goal setting is key and if used correctly can be a superb motivator for young adults.

I strongly advocate that you take time early in the year to set goals with the group and each lesson update them on their progress.

Frequently a group will motivate themselves to up their grades as the spirit of competition takes over.

Draw a plan and timeline so that students can easily see where they are in relation to their progress and understand if they are on target or not.

A plan or target that has the students “buy in” will always be received better than one that is set by the teacher alone.

Constant review, praise and support is needed but the results are well worth the effort.

This can also serve as a motivator to yourself as a momentum can be built and maintained over the course of the year.

BIG goals can be perceived as setting some students up for a fall, but in my experience, with the right support they can achieve things that are massive strides forward for them.

Look at www.goalsettingaudioclick.com

BIG Mistake No 19;

“The Samaritan Principle !”

A good samaritan is needed by us all from time to time. A real Samaritan though will do the right thing, even if at times it's at the expense of doing things right.

The best Samaritan is one who's not afraid to say or do what is right, even if it is perceived by the recipient as being unhelpful, as long as the Samaritan KNOWS that it is helpful.

A great teacher will support a student in stretching themselves and hold them accountable when times are tough.

They will push, support, motivate, inspire And educate students to achieve but when times get tough, they are not afraid to say what needs to be said in a supportive manner.

Check in with students both as a group and one to one to see what they are struggling with and hold a brainstorming session with the group to get ideas on how each of the class members can overcome their challenge/s.

This teaches problem solving, independent learning and confidence.

If a student is struggling with algebra in maths, a brainstorm within the group can be made fun and inter-active and “they” come up with ideas and answers as to how the student could overcome their hurdle.

This way they are more likely to take action as the answer has come from their peers rather than “the teacher”.

Having said this, the Samaritan teacher is also open to change and is quick to change opinion and even offer an apology (yes a genuine one) if he or she is proven to have been wrong.

BIG Mistake No 20:

“Lack Of Emotional Intelligence”

Here we are at the 20th BIG mistake, yet this one can be one of the most far reaching mistakes as teaching professionals who do not pay attention to this can have consequences that reach far beyond the classroom.

I talk of your own health, energy levels and stress prevention.

Notice that I said stress “prevention” and not management?

Having interviewed many leading psychologists, neuro scientists, emotional intelligence experts etc I offer the following advice knowing that without addressing your health, levels of energy and/or stress, you can be limiting your professional effectiveness, your personal wellbeing, and even your domestic personal life and relationships at home.

Please take action.

Do you work, eat and sleep?

Or do you build sections of your day and week that are set aside for “you”. It could be sport, massage, relaxation, walking, comedy, meditation, hobbies etc, but do have something that is set into your diary that when ever possible is an unmovable diary feature. In a teachers line of work it can be too easy to just “get on with it” and pay little attention to yourself.

Put your life vest on first !

That is what they say on the in-flight emergency card. How can you best serve young people, yourself or your family if you are not first in a position of good health, happiness and well being.

Do things that make you happy. Wear a smile.

Begin by identifying what areas of your life cause you the stress. This can be different for many people. It could be a threat of emotional or physical danger as with a fire fighter or A&E nurse. It may be travelling stress where you have issues at work and you take the issue out on the people at home or vice versa.

Maybe there is clash of leadership styles or personalities, or maybe it is workload and/or time management. Either way if you know what is causing you your stress you can then look at the situation and ask the following powerful question;

Contd;

In this situation which one, two (or all) of the following is something that I either fear a lack of, or desire more of?

Security
Control
Acceptance

In every stressful situation, as human beings we seek either more of, or fear a lack of control, security and acceptance. It may be just one of these, two of these or at times, all three.

If you identify this it is easier for our logical minds to find options and solutions rather than the, at times, despair of being paralysed by fear when you can not think how you can overcome your stress.

When we work with teachers on stress prevention the most common fear and stressor tends to be government inspections.

What is it you fear a lack of, or desire more of in this situation.
For each individual it could be a different answer.

Maybe you would not feel in control if an assessor was in the room, maybe your personal security would be threatened if you were sacked, or maybe it would be the lack of acceptance from your peers group if you failed?

Either way you can then take steps to overcome this stress, and in my experience most teachers are EXCELLENT at their job when they just get out of their own way and teach to the best of their ability.

If you are being the very best you can be, then the only thing any assessor could offer you is constructive critique and who on earth wouldn't want ideas on what could make them even better.
My approach is to treat assessors as the biggest kind in the room who is more in need of your lesson than any other student.

www.stressprevention.co.uk

So, there you have it !

How to avoid the 20 BIG mistakes that are costing teachers results, stress and missed opportunities !

Classroom Management Techniques That Work

Do use the enclosed and feedback to us how you have used them, adapted them to suit yourself, and the difference they have made.

Being the best you can be, giving 100% is tiring, and at times can mean taking risks to get the results that you require.

Mediocrity can be achieved by “doing what you have always done, thinking and behaving in the same way, and then expecting better results”