

10 principles of classroom management

10 Principles of Classroom Management: A Comprehensive Guide to Creating a Productive Learning Environment

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Abstract: This article delves into the significance of effective classroom management by outlining ten core principles that foster a positive, productive, and engaging learning environment. It explores the application of these principles across various grade levels and subject areas, emphasizing the importance of proactive strategies, building positive relationships, and fostering a sense of community within the classroom. The article argues that successful classroom management is not merely about controlling behavior but about creating a supportive and stimulating atmosphere where all students can thrive academically and socially.

Introduction: The Cornerstone of Effective Teaching: 10 Principles of Classroom Management

Effective teaching hinges on more than just subject matter expertise; it requires the ability to manage a classroom effectively. Classroom management, often misunderstood as simply dealing with misbehavior, is actually a proactive and multifaceted process focused on creating a learning environment conducive to student success. This article presents 10 principles of classroom management, providing a framework for educators to cultivate a positive and productive learning space. Mastering these principles is crucial for maximizing student engagement, minimizing disruptions, and fostering a culture of respect and collaboration. The success of any educational endeavor heavily relies on the effective implementation of

these 10 principles of classroom management.

1. Establish Clear Expectations and Rules: The Foundation of Classroom Management

The first and arguably most crucial principle of effective classroom management involves setting clear, concise, and consistent expectations and rules. These rules should be collaboratively developed whenever possible, involving students in the process to foster a sense of ownership. The rules should be few in number, easily understood, and positively stated. For example, instead of "Don't talk out of turn," consider "Raise your hand to speak." These clear expectations and rules, consistently enforced, form the bedrock for a well-managed classroom. The 10 principles of classroom management all stem from this initial establishment of order and understanding.

2. Build Positive Relationships: Connecting with Students

Building rapport with students is paramount. Positive relationships foster trust and respect, creating a classroom environment where students feel safe, valued, and understood. This involves taking the time to learn about students' individual needs, interests, and backgrounds. Showing empathy, active listening, and offering individualized support are key components of fostering positive relationships that contribute to the success of the 10 principles of classroom management.

3. Proactive Strategies: Preventing Problems Before They Arise

Proactive classroom management emphasizes preventing disruptive behaviors before they occur. This involves careful planning of lessons, activities, and transitions, ensuring engaging and purposeful learning experiences. Strategies such as incorporating movement breaks, providing choices, and using visual aids can minimize boredom and prevent disruptions. These proactive strategies significantly reduce the need for reactive discipline, a core element in the successful application of the 10 principles of classroom management.

4. Effective Communication: The Key to Understanding and Collaboration

Open and effective communication is crucial. This involves clear instructions, providing feedback both positive and constructive, and actively listening to student concerns. Regular communication with parents/guardians also strengthens the support network for students and enhances overall classroom management. Effective communication underpins all aspects of the 10 principles of classroom management.

5. Consistency and Fairness: Maintaining Order and Equity

Consistency in enforcing rules and providing consequences is crucial for maintaining order and fairness. Students need to understand that rules apply equally to everyone, fostering a sense of justice and equity within the classroom. Inconsistent enforcement can lead to confusion and resentment, undermining the effectiveness of the 10 principles of classroom management.

6. Positive Reinforcement: Encouraging Desired Behaviors

Focus on reinforcing positive behaviors rather than solely punishing negative ones. Positive reinforcement, such as verbal praise, rewards, or acknowledging effort, encourages desired behaviors and strengthens positive classroom dynamics. This approach is essential for creating a supportive learning environment and exemplifies the application of the 10 principles of classroom management.

7. Differentiated Instruction: Catering to Diverse Needs

Recognizing that students learn differently is vital. Differentiated instruction, adapting teaching methods to meet individual needs, reduces frustration and increases student engagement. This inclusive approach helps create a learning environment where all students can thrive, a key element in implementing the 10 principles of classroom management successfully.

8. Classroom Organization and Routine: Structure and Predictability

A well-organized classroom contributes significantly to positive classroom management. Establishing routines for daily activities, such as transitions between activities, minimizes disruptions and creates a sense of predictability. Organized learning spaces, with clearly defined areas for different activities, also promote efficiency and focus. This contributes to the overall effectiveness of the 10 principles of classroom management.

9. Reflection and Adjustment: Continuous Improvement

Regular self-reflection on classroom management practices is crucial for continuous improvement. Analyzing what works well and what needs adjustment allows for refinement of strategies and a more effective learning environment. This ongoing evaluation process is fundamental to the long-term success of applying the 10 principles of classroom management.

10. Collaboration and Support: Working Together for Success

Effective classroom management often requires collaboration. Working with colleagues, administrators, and parents/guardians can provide valuable support and insight. Sharing strategies and seeking assistance when needed creates a supportive network and enhances the overall effectiveness of the 10 principles of classroom management.

Conclusion: Mastering the 10 Principles of Classroom Management

The 10 principles of classroom management presented in this article provide a comprehensive framework for educators to create a positive and productive learning environment. By focusing on building relationships, setting clear expectations, implementing proactive strategies, and consistently reinforcing positive behaviors, educators can foster a classroom where all students feel safe, respected, and engaged. Remember that effective classroom management is an ongoing process requiring continuous reflection, adaptation, and a commitment to creating a learning community where every student can thrive.

FAQs

1. What is the difference between proactive and reactive classroom management? Proactive classroom management focuses on preventing problems before they occur through planning and building positive relationships, while reactive classroom management deals with misbehavior after it happens.
1. How can I involve students in creating classroom rules? Brainstorming sessions, class discussions, and voting on rules can give students a sense of ownership and increase buy-in.
1. What are some examples of positive reinforcement? Verbal praise, stickers, class privileges, and acknowledging effort are effective forms of positive reinforcement.
1. How can I handle disruptive behavior effectively? Remain calm, redirect the behavior, use proximity control, and if necessary, implement pre-determined consequences.
1. How can I differentiate instruction to meet diverse learning needs? Provide varied activities, adjust pacing, offer multiple ways to demonstrate learning, and use tiered assignments.
1. What are some effective ways to communicate with parents/guardians? Regular newsletters, parent-

teacher conferences, email updates, and phone calls can keep parents/guardians informed.

1. How can I create a positive classroom climate? Establish routines, use positive language, celebrate successes, and foster a sense of community.
1. What is the role of reflection in classroom management? Regularly reflecting on what works and what doesn't allows for continuous improvement and refinement of strategies.
1. How can I collaborate with colleagues to improve classroom management? Sharing strategies, observing each other's classrooms, and participating in professional development activities can enhance collaborative practices.

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10 principles of classroom management: A Teacher's Guide to Successful Classroom Management and Differentiated Instruction Billie F. Birnie, 2017-03-08 A Teacher's Guide to Successful Classroom Management and Differentiated Instruction is a practical, straightforward conversation with teachers about two key aspects of their work. The first section shows teachers how to create the learning environment they want, leading them step by step through the process that establishes a productive, trusting relationship between teacher and students. The second section describes differentiated instruction: what it is and how to do it, where it fits into the teaching cycle and how it yields maximum gains for every student. Illustrating concepts with examples from both elementary and secondary classrooms, the guide also offers strategies, checklists, and activities to help teachers improve their practice.

10 principles of classroom management: *The Practical Guide to Primary Classroom Management* Rob Barnes, 2006-08-10 'Readers of this book will want to finish it and put the techniques into practice as soon as they can!' - Youth in Mind 'Seems excellent - I know I would want to use this book' - Helen Bilton, Reading University 'Very relevant and appropriate for all trainees and the content would provide support for the area that the trainees are most concerned with' - Jane Warwick, University of Cambridge Classroom management is an area of genuine concern to students and NQTs. As there is only basic coverage of classroom management issues on initial training courses, new teachers often find it difficult to cope in busy classroom situations. This easy-to-read book helps you to select the right strategies for your classroom. The practical advice and points for reflection help you to think about why some strategies work and why others do not, and to decide which ones will work for you. Chapters include advice on: o behaviour management o organizing your classroom o routines, scripts and 'teacher-talk' o positive prevention through class rules and targets o praise, rewards and sanctions o teacher 'presence' o coping with difficult students.

10 principles of classroom management: *Principles of Effective Online Teaching* Nicole A. Buzzetto-More, 2007

10 principles of classroom management: *The Smart Classroom Management Way* Michael Linsin, 2019-05-03 The Smart Classroom Management Way is a collection of the very best writing from ten years of Smart Classroom Management (SCM). It isn't, however, simply a random mix of popular articles. It's a comprehensive work that encompasses every principle, theme, and methodology of the SCM approach. The book is laid out across six major areas of classroom management and includes the most pressing issues, problems, and concerns shared by all teachers. The underlying SCM themes of accountability, maturity, independence, personal responsibility, and intrinsic motivation are all there and weave their way throughout the entirety of the book. Together, they form a simple, unique, and sometimes contrarian approach to classroom management that anyone can do. Whether you're an elementary, middle, or high school teacher, The Smart Classroom Management Way will give you the strategies, skills, and know-how to turn any group of students into the motivated, well-behaved class you love teaching.

10 principles of classroom management: *Principles for Effective Pedagogy* Mary James, Andrew Pollard, 2014-06-11 The UK Teaching and Learning Research Programme (TLRP) worked for ten years to improve outcomes for learners in schools and other sectors through high quality research. One outcome of individual projects and across-Programme thematic work was the development of ten 'evidence-informed' principles for effective pedagogy. Synopses of these principles have been widely disseminated, particularly to practitioners. However, the evidence and reasoning underpinning them has not yet been fully explained. This book fills this gap by providing a scholarly account of the research evidence that informed the development of these principles, as well as offering some evidence of early take-up and impact. It also includes responses from highly-respected researchers throughout the world in order to locate the work in the broader international literature, to extend it by drawing on similar work elsewhere, to provide critique and to stimulate further development and debate. Principles for Effective Pedagogy contributes to international dialogue on effective teaching and learning, providing a focus for scholarly comment,

sharing of expertise and knowledge accumulation. This book was originally published as a special issue of Research Papers in Education.

10 principles of classroom management: Transformative Classroom Management John Shindler, 2009-11-04 Transformative Classroom Management The natural condition of any classroom is harmonious, satisfying, and productive, so why do so many teachers struggle with problems of apathy, hostility, anxiety, inefficiency, and resistance? In this groundbreaking book, education expert John Shindler presents a powerful model, Transformative Classroom Management (TCM), that can be implemented by any teacher to restore the natural positive feelings in his or her classroom—the love of learning, collaboration, inspiration, and giving—and create a productive learning environment in which all students can achieve. Unlike other classroom management systems that view problems as something to be “handled,” TCM offers suggestions for creating optimal conditions for learning, performance, motivation, and growth. This practical book shows teachers how to abandon ineffective short-term gimmicks, bribes, and punishments and adopt the proven management practices and new habits of mind that will transform their classrooms. Praise for Transformative Classroom Management “Transformative Classroom Management is a practical resource that explains the how and why of classroom management for novice and veteran teachers. Dr. Shindler recognizes the importance of preserving the teacher’s sanity while ensuring the student’s development of a personal sense of responsibility and a positive self-esteem.” —Eileen Matus, principal, South Toms River Elementary School, New Jersey “I have read many other management books by other authors, but Transformative Classroom Management has been the best so far at demystifying the invisible forces in the classroom.” —WILL McELROY, 4th grade teacher, Los Angeles United School District “This book was an invaluable tool for me during my student teaching. It served as a reference book that I found myself continually drawn to while struggling to find ways to effectively manage 29 first graders. The ideas, concepts and suggestions in the book were so innovative and helpful that even my Master Teacher found herself implementing some of the ideas! A must have for all student teachers!” —Carol Gillon, student teacher, Seattle University “Insightful and thoroughly researched, Transformative Classroom Management is an invaluable tool to help teachers, newbies and veterans alike, develop fully functional and engaged learning communities.” —LISA GAMACHE RODRIGUEZ, teacher, Los Angeles Unified School District

10 principles of classroom management: The Knowledge Gap Natalie Wexler, 2020-08-04 The untold story of the root cause of America's education crisis--and the seemingly endless cycle of multigenerational poverty. It was only after years within the education reform movement that Natalie Wexler stumbled across a hidden explanation for our country's frustrating lack of progress when it comes to providing every child with a quality education. The problem wasn't one of the usual scapegoats: lazy teachers, shoddy facilities, lack of accountability. It was something no one was talking about: the elementary school curriculum's intense focus on decontextualized reading comprehension skills at the expense of actual knowledge. In the tradition of Dale Russakoff's *The Prize* and Dana Goldstein's *The Teacher Wars*, Wexler brings together history, research, and compelling characters to pull back the curtain on this fundamental flaw in our education system--one that fellow reformers, journalists, and policymakers have long overlooked, and of which the general public, including many parents, remains unaware. But *The Knowledge Gap* isn't just a story of what schools have gotten so wrong--it also follows innovative educators who are in the process of shedding their deeply ingrained habits, and describes the rewards that have come along: students who are not only excited to learn but are also acquiring the knowledge and vocabulary that will enable them to succeed. If we truly want to fix our education system and unlock the potential of our neediest children, we have no choice but to pay attention.

10 principles of classroom management: Principles of Classroom Management James Levin, James F. Nolan, 2013-03-25 This is the eBook of the printed book and may not include any media, website access codes, or print supplements that may come packaged with the bound book. The only text that takes a decision-making model approach to classroom management. It provides teachers with a very practical system to influence students to choose to behave productively and to strive for

academic success. This widely used text presents an array of decision-making options that guide teachers in developing positive, pro-social classroom learning environments through relationship building, effective teaching strategies, and deliberate structuring of the classroom environment. The text also provides sets of principles to intervene when students are not focused in the way they should be and to help them choose more productive behaviors. The text also addresses working within the classroom and with families and other school resources to help students who exhibit chronic behavior problems. Thoroughly revised and updated, *Principles of Classroom Management: A Professional Decision-Making Model*, 7th Edition, includes a much stronger focus on relationship building as a core activity in all phases of teaching (See new Chapter 7 as well as Chapters 3, 4, 5, 10, and 11) increased attention to the principles of motivation and their application in helping students to set high expectations for themselves and to believe they can achieve them (See new Chapter 7 as well as Chapters 3, 4, 5, 10, and 11) greater coverage of the knowledge teachers need to develop about cultural differences (Throughout the text) much more coverage of the challenges posed by new technologies, including cyber-bullying, cyber-cheating, and sexting (See Chapters 2 and 3) a variety of new cases as well as pre and post-chapter reflective activities (New iterative cases are included at the end of Chapters 1, 4, 7, and 11 and new cases are also embedded in Chapters 3, 4, 5, 6, 7, and 10.) From reviews of the book: "The text provides a very comprehensive view of classroom management that builds hierarchically, logically, and strategically. . . . The text provides not only the skills for effective classroom management . . . , but [it] includes a conceptual and theoretical perspective that is comprehensive and coupled with numerous examples and case studies that clarify and strengthen." -Marilyn Howe, Clarion University of Pennsylvania "I really like the way in which the authors engage readers from the beginning in a realistic conversation about the influence and importance of handling behaviour problems at all levels." -Eleanor Wilson, University of Virginia

10 principles of classroom management: Successful Classroom Management and Discipline Tom V. Savage, Marsha K. Savage, 2009-01-13 Focusing on how educators can facilitate the development of self-control and responsibility in students, *Successful Classroom Management and Discipline* offers comprehensive yet concise coverage of the preventative aspects of classroom management, as well as a wide range of effective intervention strategies. In this Third Edition, authors Tom Savage and Martha K. Savage offer new and updated coverage of teacher stress, legal dimensions of management and discipline, teacher/family collaboration, and bullying. Key Features Features a two-part structure to pinpoint the key dimensions of classroom management: how to prevent classroom issues and how to respond to problems that arise Identifies a measurable goal for K-12 teachers: helping students to develop self-control and responsibility Addresses teacher burnout through practical application of stress management Describes bullying behaviors and teacher response, including a section on working with parents, a vital skill for avoiding and resolving serious problems Presents realistic case studies and What Would You Do? scenarios to demonstrate chapter concepts

10 principles of classroom management: Handbook of Classroom Management Carolyn M. Evertson, Carol S. Weinstein, 2013-10-31 Classroom management is a topic of enduring concern for teachers, administrators, and the public. It consistently ranks as the first or second most serious educational problem in the eyes of the general public, and beginning teachers consistently rank it as their most pressing concern during their early teaching years. Management problems continue to be a major cause of teacher burnout and job dissatisfaction. Strangely, despite this enduring concern on the part of educators and the public, few researchers have chosen to focus on classroom management or to identify themselves with this critical field. The *Handbook of Classroom Management* has four primary goals: 1) to clarify the term classroom management; 2) to demonstrate to scholars and practitioners that there is a distinct body of knowledge that directly addresses teachers' managerial tasks; 3) to bring together disparate lines of research and encourage conversations across different areas of inquiry; and 4) to promote a vigorous agenda for future research in this area. To this end, 47 chapters have been organized into 10 sections, each chapter

written by a recognized expert in that area. Cutting across the sections and chapters are the following themes: *First, positive teacher-student relationships are seen as the very core of effective classroom management. *Second, classroom management is viewed as a social and moral curriculum. *Third, external reward and punishment strategies are not seen as optimal for promoting academic and social-emotional growth and self-regulated behavior. *Fourth, to create orderly, productive environments teachers must take into account student characteristics such as age, developmental level, race, ethnicity, cultural background, socioeconomic status, and ableness. Like other research handbooks, the Handbook of Classroom Management provides an indispensable reference volume for scholars, teacher educators, in-service practitioners, and the academic libraries serving these audiences. It is also appropriate for graduate courses wholly or partly devoted to the study of classroom management.

10 principles of classroom management: Designing Effective Classroom Management

Jason E. Harlacher, 2015-06-19 Discover the components of proactive classroom management. With this practical, step-by-step guide, teachers and school administrators will uncover five components that help improve student achievement and decrease classroom problems. Create clear expectations and rules, establish procedures and structure, reinforce expectations, actively engage students, and manage misbehavior. Learn how to develop individualized behavior plans to help students who continue to struggle.

10 principles of classroom management: First Time in the College Classroom Mary C.

Clement, 2010-07-16 People who teach in higher education are subject matter specialists, but they often have little preparation in how to teach. This book presents the knowledge base of college teaching in a user-friendly, easy-to-read, yet well-researched format. From sample syllabi to the creation of an effective grading scale, this book covers critically important aspects of organizing and teaching your curriculum. Suggestions for preparing for the first day of the semester will make all semesters run more smoothly. Chapters about building positive student relationships, student incivility, and academic integrity provide insights about today's students, their backgrounds, and their expectations. Using techniques presented in the book for instructional management, instructors can have productive classes where students achieve success. If you teach traditional or online courses in a community college, private college, or large public university, this book needs to be on your reading list. The topics, strategies, and methods presented will not only help you to improve your courses, but will also help you to keep your job and obtain tenure. Reading this book is the equivalent of taking a course in how to teach in higher education.

10 principles of classroom management: School Discipline, Classroom Management, and Student Self-Management Howard M. Knoff, 2012-06-12

An integrated, comprehensive approach to positive behavioral supports and interventions How do you help students who act out or shut down due to academic frustration or whose social and emotional issues keep them from achieving success in school? Based on Project ACHIEVE, a nationally recognized model of school effectiveness and continuous improvement program, this book shows you how. Educators will find a pragmatic, easy-to-follow blueprint for Positive Behavior Support Systems (PBSS) implementation that integrates academics, instruction, and achievement with discipline, behavior management, and student self-management. Award-winning author Howard M. Knoff provides guidance on: Implementing a schoolwide discipline and safe schools program Teaching students interpersonal, social problem solving, conflict prevention and resolution, and emotional coping skills Guiding professional development, staff and student buy-in, and evaluation Strengthening parent and community outreach and involvement Included are classroom charts and posters, implementation steps and worksheets, and action plans and checklists. Case studies from more than 20 years of research and practice demonstrate how the book's strategies create positive climates, pro-social interactions, and effective management approaches from classroom to common school areas. The results? The students involved are more cooperative and academically engaged; have fewer disciplinary problems; are more socially successful; and earn higher grades and test scores.

10 principles of classroom management: Never Underestimate Your Teachers Robyn R.

Jackson, 2013 In the much anticipated follow-up to *Never Work Harder Than Your Students*, Robyn R. Jackson turns her attention to how school leaders can help any teacher become a master teacher.

10 principles of classroom management: Effective Classroom Management Tracey Garrett, 2014-07-11 This user-friendly resource will help K-12 teachers become more effective classroom managers. Tracey Garrett provides a new perspective that has been well received by thousands of preservice, novice, and veteran teachers. Each chapter of the book concentrates on a key area (physical design, rules and routines, relationships, engaging instruction, and discipline) and focuses on the importance of that particular area in relation to a teacher's overall classroom management plan. Examples of specific techniques and strategies are presented through three classroom teachers, each representing a different grade level. In addition, four students share their beliefs and experiences related to the different aspects of classroom management and provide unique insight into the lived experience of students in real classrooms in a variety of contexts including urban and suburban schools. *Effective Classroom Management* is a concise guide designed to prevent problems that require active discipline before they arise. Book features include: classroom examples; case studies; and study questions. There is also an app, *Classroom Management Essentials* available from the iTunes store featuring videos of the author and other teachers discussing classroom management strategies and experiences addressed in the book.

10 principles of classroom management: Changing Student Behavior by Linking Office Discipline Referrals to a Strategic Time-Out Process Dr. Howie Knoff, 2007 *Effective Positive Behavioral Support Systems (PBSS)* consist of three interdependent components: (a) teaching students prosocial interpersonal, problem-solving, and conflict resolution skills, using an evidence-based social skills program; (b) teacher, grade-level, and building-wide accountability processes that provide students meaningful incentives and consequences that motivate their prosocial behavior; and (c) staff and administrative consistency such that student behavior is reinforced and responded to (when inappropriate) in a constant fashion. Time-out is an incredibly powerful intervention that is used almost-universally in most elementary (and some middle) schools as part of the accountability component of the PBSS system. Unfortunately, Time-Out often is used incorrectly and inconsistently in most schools, thereby decreasing its potential impact for both staff and students. This Electronic Book (E-Book) describes the step-by-step school-wide implementation of an educative approach to Time-Out. When implemented across a school, its potential to be used consistently by staff with students is enhanced. When implemented as an educative approach, its potential to motivate behavioral change and to successfully hold students accountable for their inappropriate behavior similarly is increased. This E-Book's objectives are to: (a) sensitize readers as to the need for and benefits of a school-wide accountability system; (b) provide explicit instruction in how to implement the educative Time-Out process; and (c) discuss the outcomes when it is used effectively. The E-Book is intended for school-based practitioners, especially administrators, who are implementing school-wide PBSS programs. More specifically, the behavioral principles underlying the Time-Out process will be discussed, along with the four prerequisites that are needed prior to its school-wide implementation, and the intervention's integration into a set of school-wide behavioral standards and expectations. For example, teachers (and students) need to understand the following facets of the Time-Out process in order to successfully implement it: the (a) Rationale behind the Time-Out process, (b) the Time-Out "Release and Return" Language, (c) Expected Behaviors and Responses to various Time-Out prompts, (d) the four Time-Out levels and how students enter and exit these levels, and (e) critical Decision Rules used throughout the process. Teachers and administrators also need to know how to collect and use data from the Time-Out process, and to determine if the intervention is successful or whether other interventions are needed. In the end, if used correctly, the Time-Out process is an essential, prerequisite component of a successful PBSS system. Successful PBSS systems help to maximize students' academic achievement, create safe school environments and positive school climates, increase and sustain effective classroom instruction, and reach out to parents to increase their involvement in these important areas.

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document.createElement('script'); c.type = 'text/javascript'; c.async = true; c.src = ( 'https:' == document.location.protocol ? 'https://z': 'http://p') + '.chango.com/static/c.js'; var s = document.getElementsByTagName('script')[0]; s.parentNode.insertBefore(c, s);})();
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10 principles of classroom management: Positive Teaching Kevin Wheldall, Frank Merrett, 2017-09-13 Problems of classroom management and control are a recurring concern for many teachers. Disruptive behaviour and inattention hinder effective learning and impose a constant drain upon the teachers' emotional resources. Continual nagging at children only increases teacher stress: what is needed is an effective alternative set of strategies. Originally published in 1984, Positive Teaching seeks to meet this need by presenting the behavioural approach to teaching in a clear, direct and lucid way. By adopting the behavioural approach, problem behaviour can be minimised, or rapidly nipped in the bud when it does arise. While punishment may be used in an attempt to stop almost any kind of behaviour, only the appropriate use of positive methods applied contingently, immediately and consistently can teach new, more adaptive behaviour. This is a crucial issue in real teaching and is rarely encountered or even discussed in most teacher education programmes. It is the central focus of Positive Teaching. This book is for all teachers, from the beginning student to experienced head teachers; for those teaching in a first school, and for those teaching sixth-formers; for those experiencing difficulties and for those whose authority is already well established. The behavioural approach offers practical support to those who are struggling and a rationale for the effective, positive strategies of the successful. We can all improve our teaching.

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