

# Index

## • A •

- ability groups, 138
- abused students, reporting, 191
- abusive students, 200–201, 206, 242, 335–336. *See also* confrontations
- activities. *See also* extra-curricular
  - activities; lesson delivery; lesson planning
  - for bright students, 229
  - concentration-building exercises, 104–105
  - creating curiosity, 85–87
  - flour babies, 113
  - 'getting to know you' type, 213
  - hands-on, 91–92, 112–113
  - introducing, 70, 98–99, 174
  - inviting parents to, 268–269
  - involving parents, 268–269
  - for learning names, 220, 222, 224
  - for learning styles, 91–92
  - making concepts concrete, 74
  - multisensory, 93–96
  - needing input from home, 268
  - outdoors, 322, 331
  - per lesson session, 134
  - predicting time needed for, 134
  - setting expectations before, 152
  - for shy students, 230
  - for spare time, 65
  - targets and time limits for, 100–101
- advisory staff, support from, 248
- age of students
  - adapting routines to, 128–131
  - approach to abstract concepts and, 74
  - concentration span and, 51, 69
  - detention time, 185
  - effect on maintaining distance, 318
  - structured approach suitability and, 67
  - suiting rewards to, 180, 182
  - suiting routines to, 127
  - suiting teacher character to, 28
  - teaching space suited to, 143
- aggression, avoiding, 168
- aggressive students, 200, 335–336
- anger. *See also* confrontations
  - apologising after, 164
  - avoiding aggression, 168
  - feeling pity instead of, 206, 336
  - holding grudges, avoiding, 206
  - identifying your triggers, 164, 176–177
- anxiety. *See* fear or anxiety
- apologising, 164, 194
- art of bluff
  - lying versus, 30
  - pretending to have confidence, 13, 29–30
  - in rewarding students, 31
  - signs of need for, 29–30
- art school drop-out teaching style, 35
- 'Ask Me What I Did' badge, 322
- assertiveness in modern teaching style, 33
- assessment
  - benefits for learning, 117
  - of group work, 141–142
  - importance of, 116
  - issues to consider, 117
  - marking students' work, 25, 118–120, 286–288
  - must, should, could approach for, 78
  - self-assessment by students, 288
  - with teaching support staff, 251
  - types of, 118
- Association of Teachers and Lecturers (ATL), 247
- Atkins, Sue (*Raising Happy Children For Dummies*), 152
- attention
  - concentration span, 51, 69, 102, 109
  - getting at start of lesson, 72, 157, 204
  - ignoring seekers of, 170, 326–327
  - silent, getting, 154–157
- attention spot or silence spot, 55, 146
- authoritarian teaching style, 32–33, 91, 159
- autistic spectrum disorder, 228

## • B •

- backwards counting or spelling, 104
- behaviour management. *See also* managing
  - a class; rewards; sanctions
  - avoiding aggression, 168
  - being reasonable, but not reasoning with students, 34, 327
  - for bright students, 228–229
  - for challenging individuals, 21, 199–201, 325–332
  - confrontations, 36, 190–199
  - consistency in, 165–166, 328–329
  - controls desired by students, 28
  - creating relationship, 160
  - enlisting class in rule creation, 150
  - establishing empathy, 161–162
  - establishing expectations, 149–154
  - fair and sensible rules for, 152–153
  - getting silent attention, 154–157
  - good old days myth, 33, 83
  - hands-on activity risks for, 91
  - identifying your triggers, 164, 176–177
  - ignoring attention seekers, 170, 326–327
  - interventions, 155–156
  - keeping the rules ever-present, 153–154
  - lateral thinking for, 331
  - learning from other teachers, 169
  - losing your temper, 164
  - maintaining appropriate distance, 23, 32, 166–167, 212, 216–218, 318
  - maintaining focus, 157
  - making a class come to you, 154–157
  - matching strategies to the situation, 169
  - matching strategies to your style, 169
  - maximising your strengths, 158–162
  - movements when dealing with, 147
  - noise levels, 106–108
  - offering ‘the choice’, 168, 170, 186–187, 196, 199, 328
  - outside the classroom, 328
  - overcoming obstacles, 162–168
  - power of personality for, 158–159
  - practical strategies for, 170
  - reacting from head, not heart, 206, 331–332
  - routines for, 124–133
  - on school trips, 303
  - seeing the students’ viewpoint, 332
  - sense of perspective for, 170
  - setting boundaries, 150–151, 154
  - showing your fierce side, 330
  - starting immediately, 151–152
  - staying calm, 30, 49, 163–164, 325–326
  - staying on track, 167–168
  - structured approach for, 67, 128
  - taking control of the space, 14, 28, 56–57, 145
  - teaching space layout for, 143
  - tips for, 20–21
  - tone of voice for, 49
  - treating students alike, 167
  - winning back the ‘lost’ class, 201–204
- bluffing. *See* art of bluff
- Blum, Paul (*Surviving and Succeeding in Difficult Classrooms*), 340
- bodily-kinaesthetic learning style, 89, 92
- body language. *See* non-verbal communication; posture and positioning
- boundaries
  - maintaining yours, 218
  - set by parents, 261
  - setting for students, 150–151, 154
- breakfast club for parents, 268
- bribes versus rewards, 179
- bright students, handling, 228–229
- brilliant lessons, 16–17, 71–72
- building relationships with students. *See also* positive atmosphere
  - for behaviour management, 160
  - benefits of, 211, 212, 297–298
  - creating bonds, 213–214
  - creating connections, 82, 318
  - extra-curricular activities for, 297–298
  - giving of yourself for, 320
  - maintaining appropriate distance, 23, 32, 166–167, 212, 216–218, 318
  - names, knowing and using, 135, 156, 174, 219–224, 320
  - outside the classroom, 214, 219
  - positive atmosphere for, 172
  - starting hard, 214
  - teamwork, 82, 160

time needed for, 318  
 tips for, 22–23, 160, 317–318  
 treating them as people, 160, 174, 218–219  
 using questions for, 214–216  
 welcoming at lesson start, 135, 218

## ● C ●

- cadet groups, 297. *See also* extra-curricular activities
- calmness  
 with challenging behaviour, 325–326  
 in confrontations, 193–194, 196, 197  
 identifying your triggers, 164  
 importance for managing a class, 30, 49, 163–164, 325–326  
 internal alarm bell for maintaining, 326  
 losing it, 164  
 maintaining, 163–164  
 pace of communication for, 49–50  
 positive atmosphere aiding, 172  
 ‘quiet but deadly’ approach, 159  
 reacting from head, not heart, 206, 331–332  
 teaching style promoting, 36  
 when applying sanctions, 186
- charities, support from, 248
- choice, offering for behaviour, 168, 170, 186–187, 196, 199, 328. *See also* sanctions
- classroom clown teaching style, 35
- classroom space. *See* teaching space
- close or detailed marking, 119, 287
- closed questions, 215
- clothing, subconscious messages sent by, 45
- clubs, 268, 296. *See also* extra-curricular activities
- communication. *See also* engaging students; non-verbal communication; verbal communication  
 aspects of, 43  
 balancing verbal and non-verbal, 14  
 creating connections, 82, 318  
 with difficult or indifferent parents, 262–264  
 establishing expectations, 149–154  
 examining yours, 44–46  
 getting feedback from students, 66, 180, 181  
 inclusive language, 318  
 of lesson structure, 68–69  
 listening as part of, 14  
 meetings with parents, 271–273  
 meetings with staff, 243, 249  
 misunderstandings by parents, 259  
 with observers, 309, 311, 312  
 with parents, building lines of, 258–259, 265–266  
 perception as basis of, 44–45  
 playing with, 39–40  
 quality, importance of, 44  
 reporting to parents, 270–276, 288–289  
 showing your fierce side, 330  
 as two-way process, 43  
 varieties of, 14
- competitive tasks, 102
- computer clubs, 296. *See also* extra-curricular activities
- concentration. *See* focused learning
- concentration span, 51, 69, 102, 109
- concepts, making concrete, 74
- Cone of Experience* (Dale), 91
- confidence  
 avoiding over-confidence, 13  
 boosting students’, 230  
 characteristics in teachers, 13, 27, 28  
 after confrontations, 198  
 handling fear or anxiety, 30, 162–163  
 helping shy students, 216, 230  
 mix for students in groups, 138  
 pretending to have, 13, 29–30  
 when starting lessons, 135
- confidentiality. *See* privacy
- confrontations  
 aftermath of, 198–199  
 avoiding, 193–195  
 behaviour management techniques for, 196  
 being reasonable, but not reasoning with students, 34, 327  
 benefits for students, 192–193  
 differentiating approaches for individuals, 195, 225

confrontations (*continued*)  
 importance of handling well, 190  
 issues inside class leading to, 191–192  
 issues outside class leading to,  
 190–191, 193  
 ‘just agree’ strategy for, 195  
 knowing when to intervene, 194  
 legal aspects, 190  
 letting the student leave, 197  
 rarity of, 189  
 ‘reasonable force’ in, 190  
 removing the problem, 196  
 reporting abused students, 191  
 reporting in detail, 199  
 ‘robot response’ to, 194  
 sending a student to get help, 195  
 staying rational in, 34, 193–194,  
 195–196, 327  
 strategies for handling, 21, 195–198  
 support for handling, 21, 189, 190, 191  
 swearing by students, 200–201, 242, 334  
 taking the student seriously, 196  
 teaching style for reducing, 36  
 understanding the reasons for, 190–193  
 using body and voice during, 196–197  
 winning not possible for, 197, 198

consistency  
 in applying school standards, 241,  
 242, 250  
 balancing with flexibility, 34, 329  
 in behaviour management, 165–166,  
 328–329  
 with bright students, 229  
 for building a positive ethos, 239  
 confrontations from lack of, 192  
 maintaining distance for, 217  
 in modern teaching style, 34  
 with parents, 263  
 treating students alike, 167

cooperation, group work for learning, 137  
 counting backwards exercise, 104  
 Cowley, Sue (author of this book)  
*Getting the Buggers to Behave*, 340  
 website, 339

CPD trainers and training  
 organisations, 248

*Cracking the Hard Class* (Rogers), 340

*The Craft of the Classroom* (Marland), 340

creativity  
 fostered by parents, 261  
 in lesson planning, 16  
 making concepts concrete, 74  
 in modern teaching style, 34  
 with resources, 112  
 in rewarding students, 182

crime scene scenario, 319

curiosity  
 achieving surprise, 87–88, 323  
 benefits for learning, 85  
 hiding something to create, 86–87  
 puzzles for creating, 85–86  
 shock tactics for creating, 88–89

current events or concepts  
 adapting lessons to, 75–76, 83, 84, 321  
 keeping up with, 219, 321

curriculum. *See also* lesson planning  
 adapting routines to, 126  
 for bright students, 229  
 getting content right, 73–74  
 linking puzzles to, 86  
 suitability issues for, 74  
 teaching space layout for, 143, 145

cynics (staff), avoiding, 254



Dale, Edgar (*Cone of Experience*), 91

*Dangerous Minds* (movie), 173

delivering lessons. *See* lesson delivery

‘deputy diners’ reward, 182

detention time. *See also* sanctions  
 approaches to, 184  
 not showing up for, 203  
 for students opting out, 231  
 for whole class, 185

diaries, 266

dictators (staff), avoiding, 254

differentiation  
 of behaviour approaches, 195, 225–226  
 for bright students, 228–229  
 in lesson delivery, 76–77  
 must, should, could approach for, 78  
 for special needs, 226–228  
 for students who opt out, 231

for students with low self-esteem, 230  
types of, 76–77

displays  
benefits for learning, 114–115  
for classroom rules, 124  
for different learning styles, 92  
good, characteristics of, 115  
interactive, 77, 116  
interesting places for, 115–116  
keeping current, 114  
lack of appreciation for, 115  
praising other teachers', 244  
taking control of the space, 57  
teaching support staff help with, 251, 252

distance, maintaining appropriate, 23, 32,  
166–167, 212, 216–218, 318

distractions  
in the home, 261  
trying before sanctions, 185

dog food, eating, 88

doughnut approach to group work, 141

drama, 296. *See also* extra-curricular  
activities

drama queen teaching style, 35

Duke of Edinburgh's Award, 297. *See also*  
extra-curricular activities

dyscalculia, 228

dyslexia, 228

## ● E ●

emotions. *See also* calmness;  
confrontations; stress management;  
*specific emotions*  
avoiding aggression, 168  
establishing empathy, 161–162  
exploring with class, 162  
expressing about misbehaviour, 161  
fear or anxiety, 30, 44–45, 49, 162–163  
feeling pity instead of anger, 206, 336  
identifying your triggers, 164, 176–177  
losing your temper, 164  
managing your moods, 176–177  
negative, controlling yours, 49  
reading the class mood, 194  
stress management, 204–207

empathy  
developing in students, 161–162  
for difficult parents, 263, 264  
ending lessons, 133, 135  
engaging students. *See also* rewards;  
sanctions  
by achieving surprise, 87–88, 323  
benefits of, 81  
creating connections, 82, 318  
creating modern lessons for, 83–85  
with different learning styles, 89–92  
getting attention at lesson start, 72,  
157, 204  
by hiding something, 86–87  
maintaining focus, 157  
making lessons topical, 75–76, 83, 84, 321  
multisensory lessons for, 93–96  
puzzles for, 85–86  
by shocking them, 88–89  
through curiosity, 85–89  
tips for, 17–18  
variety of tasks for, 108–110

ethos of school. *See also* setting of school;  
staff team  
defined, 238  
positive, building, 238–239  
routines for creating, 125  
sanctions depending on, 187  
using judgement when countering, 128

evaluating your teaching skills  
building on strengths, 308  
formal inspections, 312–313  
furthering personal development,  
313–314  
identifying strengths and weaknesses, 26,  
306–307  
importance of, 305  
improving weaknesses, 307–308  
observations, 309–312  
weaknesses as also strengths, 307

expectations. *See also* rewards; sanctions  
applying to yourself, 151  
being specific, 152  
for bright students, 229  
consistent, 165–166, 328–329  
establishing from the start, 151–152

- expectations (*continued*)
- fair and sensible, 152–153
  - overloading students with, avoiding, 152
  - poor, confrontations due to, 192
  - positive statements for, 152
  - reinforcing, 153–154
  - school standards, 238, 241, 242
  - scope of, 149–150
  - setting boundaries, 150–151, 154
  - setting for teaching support staff, 250
  - sharing with the class, 152
  - starting hard, 214
  - suiting teaching style to, 36, 37
  - for teaching support staff treatment, 250
- extra-curricular activities
- amount available and quality of school, 297
  - benefits for difficult students, 295
  - benefits for learning, 294–295
  - for creating relationship, 214, 219
  - degree of involvement in, 294, 295
  - downsides of participation in, 298–299
  - forced by ‘helicopter’ parents, 261
  - as inspiring, 293
  - trips, 299–304
  - types of, 295–297
  - upsides of participation in, 26, 297–298
- extrinsic motivation, 180. *See also* rewards
- eye contact
- avoiding in confrontations, 197
  - avoiding when giving sanctions, 53
  - for both sides of the room, 54
  - for creating bonds, 213
  - engaging students, 52–53, 82, 84
  - variety of uses for, 53
- **F** ●
- facial expressions. *See also* non-verbal communication
- communicating through, 14, 54
  - creating relationship, 213
  - playing with, 39, 54
  - practicing in mirror, 54
  - smiling, 173, 181, 213, 214, 272
  - subconscious messages sent by, 45
- fear or anxiety
- betrayed by voice, 49
  - handling, 30, 162–163
  - impact on class, 44–45
- field trips. *See* school trips
- filing
- art of, 289
  - creating an effective system, 290–291
  - keeping files private, 290, 291
  - maintaining your system, 291
- filming yourself, 53
- flexibility
- for avoiding confrontations, 193
  - balancing with consistency, 34, 329
  - in lesson planning, 63, 64, 65
  - in modern teaching style, 34
  - situations requiring, 329–330
- flour babies activity, 113
- focused learning
- balanced approach to, 41, 102–103
  - competitive tasks for, 102
  - concentration involved for types of tasks, 103
  - concentration span for, 51, 69, 102, 109
  - developing concentration, 103–105
  - developing listening skills, 105–106
  - in group work, 140–141
  - importance of skills in, 84
  - interactivity for improving, 77
  - introducing activities, 70, 98–99
  - keeping a class on task, 97–102
  - maintaining focus, 157
  - managing noise levels, 106–108
  - in old-school approach, 40
  - pace of lessons, 101–102
  - rewards for improving, 101
  - targets and time limits for, 100–101
  - using curiosity to improve, 87
  - verbal means of improving, 39, 49–50
- forgiveness, 206, 337
- form tutors, 232
- formal assessment, 117
- formal inspections, 312–313
- formative assessment, 117
- friendship groups, 138

fun

- in modern teaching style, 33, 34
- with rewards, 181
- tips for lesson delivery, 78–79

## • G •

- gardening clubs, 296. *See also* extra-curricular activities
- Gardner, Howard (learning styles theorist), 89, 90
- gender
  - in group work, 137
  - watching when writing reports, 289
- 'get out of homework free' card, 182, 322
- Getting the Buggers to Behave* (Cowley), 340
- 'getting to know you' activities, 213
- gifted students, handling, 228–229
- Ginnis, Paul (*The Teacher's Toolkit*), 340
- good old days, myth of, 33, 83
- gossips (staff), avoiding, 255
- grading. *See* assessment; marking students' work
- group work
  - ability groups for, 138
  - avoiding complaints about partners, 137
  - boy/girl partners for, 137
  - concentration needed for, 103
  - doughnut approach to, 141
  - evening out the workload, 141
  - friendship groups for, 138
  - grading, 141–142
  - importance of, 136–137
  - involving every member, 139–142
  - keeping focused on task, 140–141
  - organising groups, 137–139
  - random groups for, 138
  - skills gained from, 137
  - taking turns, 137, 140

## • H •

- hand gestures. *See also* non-verbal communication
  - communicating through, 14, 54–55
  - to engage students, 147

- hands-on activities, 91–92, 112–113
- head's secretary, getting to know, 253
- Health and Safety of Pupils on Educational Visits* (DCFS booklet), 301, 302
- hearing impairment, 228
- hiding technique, 86–87
- holidays
  - routines during approach of, 133
  - seasonal celebrations, 269
- home/school contract for parents, 268
- homework club for parents, 268
- home/work divide, 205, 207, 335
- humour
  - making lessons fun, 78–79
  - in modern teaching style, 34
  - for stress management, 336
  - voice changed by, 49

## • I •

- imaginative scenarios, 319
- inclusive language, 318
- independence
  - fostered by parents, 261
  - fostering in students, 34
  - respecting students', 18
- informal assessment, 117
- 'inside the box' behaviour, 150–151
- inspections, formal, 312–313
- inspirational teaching
  - extra-curricular activities for, 293
  - in lesson delivery, 73
  - remembering your teachers for, 63
- instructions. *See also* lesson delivery
  - giving effectively, 50–51
  - introducing activities, 70, 98–99, 174
- interactivity
  - displays for, 77, 116
  - in lesson delivery, 77–78
  - using questions for, 214
- Internet resources. *See* websites
- interpersonal learning style, 89, 92
- intrapersonal learning style, 90, 92
- intrinsic motivation, 180

## • J •

'just agree' strategy, 195  
justifying yourself, avoiding, 34, 327

## • K •

*Kindergarten Cop* (movie), 173

## • L •

language clubs, 296. *See also*  
extra-curricular activities  
lateral thinking, 331  
laughter, benefits for learning, 78–79  
LEA (local education authority), 247, 301  
learning skills, teaching actively, 84  
learning styles  
developing activities for, 92  
hands-on activities for, 91–92  
teaching for, 90–91  
types of, 89–90  
VAK acronym for tasks, 90–91  
legal issues  
for behaviour management, 190  
for school trips, 301  
lesson delivery. *See also* lesson planning;  
managing a class; starting lessons  
activities per session, 134  
being passionate and inspiring, 73  
brilliant, 16–17, 71–72  
creating connections, 82, 318  
for different learning styles, 90–91  
differentiation in, 76–77  
ending lessons, 133, 135  
fostering focused learning, 102–106  
fun in, 78–79  
getting content right, 73–74  
getting silent attention, 154–157  
getting students' attention, 72  
giving of yourself in, 320  
imaginative scenarios for, 319  
during inspections, 312  
interactivity in, 77–78, 116  
introducing activities, 70, 98–99, 174

keeping a class on task, 97–102  
making concepts concrete, 74  
making lessons topical, 75–76, 83, 84, 321  
must, should, could approach, 78  
during observations, 311–312  
pace of lessons, 69, 101–102, 134–136  
personalising learning, 75, 84  
questions in, 215  
routines for, 126, 129, 130, 131  
setting targets and time limits, 100–101  
sharing structure with students, 68–69  
time management, 133–136  
lesson planning. *See also* lesson delivery  
being creative, 16  
characteristics of high-quality lessons, 16  
components of effective plans, 64–65,  
71–72  
creating curiosity, 85–89  
detail required for, 15, 66  
developing lessons organically, 70–71  
doing without, 66–67  
to engage students, 82, 83–85  
flexibility needed in, 63, 64, 65  
formats successful for, 69  
getting content right, 73–74  
getting feedback from students, 66  
as hit and miss, 61  
journey metaphor for, 68  
learning styles used in, 89–92  
limiting time spent on, 15  
making notes after using plans, 66  
for modern students, 83–85  
multisensory lessons, 93–96  
must, should, could approach, 78  
must, should, could approach for, 78  
for observations, 309–310  
remembering your teachers for, 62–63  
school trips, 301–302  
sharing structure with students, 68–69  
simplicity in, 64  
for spare time activities, 65  
structured approach, 67–69  
for student-directed learning, 84  
suitability in, 64  
suiting to students, 40–41  
with teaching support staff, 251

three Rs for, 65–66  
 tips for, 15–16  
 for variety, 108–110  
 varying lessons, 40–41  
 letters to parents, 266, 267  
 listening  
   concentration needed for, 103  
   developing students' skills, 105–106  
   refusers, 199–200  
   to students, 14  
 local education authority (LEA), 247, 301  
 logical-mathematical learning style, 89,  
   91, 92  
 losing a class  
   coping with a lost class, 204  
   not taking it personally, 334  
   regaining control, 202–203  
   stressfulness of, 201  
   support for handling, 202, 203  
   warning signs of, 202

## • M •

managing a class. *See also* behaviour management; engaging students; positive atmosphere  
 bright students, 228–229  
 building relationships, 160, 172, 211–224  
 communication's importance for, 44  
 consistency in, 165–166, 328–329  
 establishing empathy, 161–162  
 getting silent attention, 154–157  
 identifying your triggers, 164, 176–177  
 lesson time management, 133–136  
 losing your temper, 164  
 maintaining appropriate distance, 23, 32,  
   166–167, 212, 216–218, 318  
 maintaining focus, 97–102, 157  
 maximising your strengths, 158–162  
 modern teaching style for, 33–34  
 old-school teaching style for, 32–33  
 power of personality for, 158–159  
 resource use issues, 112–113  
 routines for, 19, 124–133  
 staying calm, 30, 49, 163–164, 325–326  
 students who opt out, 231  
 students with low self-esteem, 230  
 students with special needs, 226–228  
 teaching space issues for, 145  
 winning back the 'lost' class, 201–204  
 working with groups, 136–142  
 marking students' work, 283  
   approaches to, 118–119, 286–287  
   with brief comments, 119, 286  
   close or detailed marking, 119, 287  
   guidelines for, 119–120, 287–288  
   realism about, 288  
   self-assessment by students, 288  
   for specific errors or areas, 119, 287  
   tick and flick marking, 119, 286  
   tips for, 25  
 Marland, Michael (*The Craft of the Classroom*), 340  
 'Me and My Name' activity, 222  
 meetings with parents  
   difficult, 273  
   format for, 272–273  
   successful, 271–273  
 meetings with staff, 243, 249  
 memorable teachers, 63  
 memory retention  
   hands-on activities improving, 91  
   smell for improving, 95  
   for student names, 220–224  
 mirroring exercise, 104  
 mirroring student behaviour, 161, 166  
 misbehaviour. *See* behaviour management  
 mistakes, reflecting on, 38  
 modern teaching style  
   approaches for, 83  
   creating engaging lessons, 83–85  
   making lessons topical, 75–76, 83, 84, 321  
   overview, 33–34  
 moods. *See* emotions; *specific emotions*  
 motivating staff members, 244  
 motivating students. *See* engaging students; rewards; sanctions  
 multisensory lessons  
   benefits for learning, 93  
   playing with the senses, 95–96  
   smell and memory retention, 95  
   using the five senses, 94–95

music, 296, 321. *See also* extra-curricular activities  
 musical learning style, 89  
 must, should, could approach, 78

## • N •

names of students  
 activities using, 220, 222, 224  
 importance of knowing, 22, 219–220, 320  
 for making students feel worthwhile, 174  
 rewarding silence using, 156  
 tips for remembering, 220–224  
 treating students as people, 218  
 using often, 196, 221  
 welcoming them by, 135  
 National Association of Head Teachers (NAHT), 247  
 National Association of Schoolmasters Union of Women Teachers (NASUWT), 247  
 National Professional Qualification for Headship (NPQH), 313  
 National Union of Teachers (NUT), 247  
 nerves. *See* fear or anxiety  
 new teachers  
 art of bluff for, 29  
 not smiling before Christmas, 214  
 newsletters, 266  
 noise levels, managing  
 discussing kinds of voiced, 107  
 importance of, 106  
 insisting on silent work, 107–108  
 noise-o-meter for, 107  
 student noise monitor for, 107  
 non-teaching support staff, 246  
 non-verbal communication. *See also* communication; posture and positioning  
 balancing verbal communication with, 14  
 being aware of, 15  
 during confrontations, 197  
 creating relationship, 160, 213  
 for engaging students, 84, 147  
 establishing empathy, 161  
 eye contact, 52–54, 82, 84, 197, 213

facial expressions, 14, 39, 45, 54, 173, 213  
 getting silent attention, 155–156  
 hand gestures, 14, 54–55, 147  
 negative messages from, 40  
 open and friendly, 173  
 playing with, 39–40, 54  
 showing your fierce side, 330  
 smiling, 173, 181, 213, 214, 272  
 subconscious messages sent by, 45–46, 55  
 varieties of, 14  
 videoing yourself to observe, 53  
 NPQH (National Professional Qualification for Headship), 313  
 NUT (National Union of Teachers), 247

## • O •

obituary, writing, 89  
 observations  
 formal inspections, 312–313  
 getting feedback after, 312  
 handling, 311–312  
 preparing for, 309–310  
 trying to impress, avoiding, 309  
 office staff, getting to know, 253  
 old-school (authoritarian) teaching style, 32–33, 91, 159  
 online resources. *See* websites  
 open questions, 215  
 optimism, positive atmosphere aiding, 172  
 opting out  
 allowing for shy students, 230  
 by students, handling, 231  
 outcome, differentiation by, 76  
 outdoor activities, 322, 331  
 ‘outside the box’ behaviour, 150  
 over-confidence, avoiding, 13

## • P •

pace. *See also* time management  
 of lessons, 69, 101–102, 134–136  
 of verbal communication, 49–50  
 paired stare exercise, 105

- paperwork  
  binning it, 282  
  centralised copies of, 281  
  determining essential tasks, 280–281, 286  
  to do lists, 283–285  
  to do pile, 282–283  
  examples, 280  
  with extra-curricular activities, 299  
  filing, 289–291  
  handling only once, 25, 282  
  marking papers, 25, 118–120, 286–288  
  mountain of, 279  
  not related to you, 281  
  passing it on, 282  
  procrastinating, avoiding, 283  
  realism about, 286, 288  
  reporting to parents, 270–271, 274–276, 288–289  
  rules regarding teacher tasks, 286  
  ruthlessness toward, 24, 25, 283  
  for school trips, 302–303, 304  
  three rules for managing, 281–283  
  tips for handling, 25
- parent teacher group (PTA), 269
- parents  
  of bright students, 229  
  defined, 258  
  desires from teachers, 259–260  
  difficult or indifferent, 262–264  
  empathy for, 263, 264  
  encouraging help with routines from, 124  
  getting to know, 258–259, 264–266  
  importance of relationships with, 257, 264–265  
  informing about school trips, 302–303  
  involving in school, 267–269  
  judging students by, avoiding, 257–258  
  lines of communication with, 258–259, 265–266  
  meetings with, 271–273  
  misunderstandings by, 259  
  perfect, characteristics of, 260–262  
  postcards to, 266, 267  
  realism about relationships with, 264, 271  
  reasons for ignorance of school realities, 258  
  reporting to, 270–276, 288–289  
  tips for working with, 24  
  treating all consistently, 263  
  volunteers, 269–270  
  who care too much, 263
- passion  
  avoiding in confrontations, 194  
  in lesson delivery, 73  
  power of, 159
- pastoral role  
  developing, 234–235  
  understanding, 232–234
- PAT (Professional Association of Teachers)  
  now Voice, 247
- patronising students, avoiding, 37
- peer group influence, using, 323
- perception  
  as basis of communication, 44–45  
  of your voice, 46
- personal development, furthering yours, 313–314
- personalising learning, 75, 84
- personality. *See also* teacher character  
  teaching style compared to, 31  
  using the power of yours, 158–159
- perspective  
  maintaining for behaviour management, 170  
  maintaining for stress management, 207, 333  
  understanding differences in, 241
- phone calls to parents, 266
- planning lessons. *See* lesson planning
- planning school trips, 301–302
- policy development, contributing to, 243
- positive atmosphere. *See also* building relationships with students  
  in challenging schools, 171  
  confrontations from lack of, 192  
  importance of, 171–172  
  maintaining, 177–178  
  making students feel worthwhile, 174–175  
  managing your moods for, 176–177  
  movie examples, 173  
  sense of teamwork for, 175–176  
  situations to beware of, 177–178

positive atmosphere (*continued*)  
 in stating expectations, 152  
 teacher attitude for, 173–174  
 tips for creating, 21–22  
 using rewards, 175, 178–183  
 using sanctions, 175, 183–188

postcards to parents, 266, 267

posture and positioning. *See also* non-verbal communication  
 for behaviour management, 57, 147, 197  
 communicating through, 14  
 coping with a lost class, 204  
 creating relationship, 214, 215  
 engaging students, 82, 84  
 for maintaining focus, 157  
 making the most of, 55–56  
 moving around the teaching space, 147  
 negative messages from, 40  
 open and friendly, 173  
 playing with, 39  
 silence spot, 55, 146  
 starting lessons, 135  
 subconscious messages sent by, 45–46, 55

praise. *See also* rewards  
 all encouraged by, 180  
 for boosting self-esteem, 230  
 for following routines, 132  
 for maintaining focus, 157  
 for responses to questions, 215  
 as reward, 180, 181  
 for team members, 244  
 using names in, 218

premises staff, getting to know, 253

Primary Resources website, 341

primary school  
 knowing parents, 264  
 pastoral role in, 232  
 routines, 129–130

privacy  
 keeping files private, 290, 291  
 respecting students', 166  
 for rewards, 182  
 when applying sanctions, 56, 170, 186

Professional Association of Teachers (PAT now Voice), 247

professionalism, maintaining distance for, 217

props, for engaging students, 84

PTA (parent teacher group), 269

punishment. *See* sanctions

puzzles, 85–86

## • Q •

questions  
 asking a lot of, 215  
 concentration needed for Q&A sessions, 103  
 creating relationship using, 214–216  
 for interactive approach, 214  
 involving everyone, 216  
 for learning names, 222  
 open versus closed, 215  
 putting students on the spot, avoiding, 216  
 responding with care, 215–216  
 rhetorical, avoiding, 51, 192  
 'quiet but deadly' approach, 159

## • R •

*Raising Happy Children For Dummies* (Atkins), 152

reading logs, 266

real-life scenarios  
 for engaging students, 84  
 multisensory lessons, 93–96  
 puzzle-based, 86

reasonable force, 190

reasoning with students, avoiding, 34, 327

recycling, in lesson planning, 66

reducing, in lesson planning, 65

refusers, 199–200

register order exercise, 105

relationships. *See* building relationships with students; parents; staff team

Remember icon, 6

reporting to parents  
 delivering reports, 276  
 elements to include, 270–271

- informing students about reports, 276
  - making notes for, 289
  - meetings, 271–273
  - negative reactions after, 276
  - reports not read, 264
  - school formats for, 274
  - strategies for, 274, 288–289
  - writing effective reports, 275–276
  - resources
    - author's website, 339
    - books, 339–340
    - defined, 110
    - differentiation by, 76
    - finding in everyday life, 111
    - hands-on activities with, 112–113
    - management issues for, 112–113
    - for observations, 310
    - routines for using, 130, 131
    - sharing with team members, 243
    - types of, 111–112
    - unusual ideas for, 113
    - websites, 247, 301, 302, 339, 341–342
  - respect
    - fostered by parents, 262
    - for privacy of students, 166
    - showing to students, 34
  - responding to questions, 215–216
  - reusing, in lesson planning, 65
  - rewards
    - art of bluff for, 30, 31
    - bribes versus, 179
    - challenges for using, 178–179
    - choosing and applying, 181–182
    - coping with a lost class, 204
    - examples, 181
    - finding the right motivation, 179–180
    - for following routines, 124
    - getting feedback from students, 180, 181
    - hierarchy of, 181, 182
    - introducing to class, 174
    - for keeping a class on task, 101
    - in modern teaching style, 33
    - sanctions versus, 178, 179
    - seeing the students' viewpoint, 178
    - sending home with students, 266
    - suiting to students, 179, 180, 182, 183
    - surprising students, 179, 180
    - for team members, 244
    - treating students alike, 178
    - unusual and imaginative, 182, 321–322
    - using appropriately, 175
  - rhetorical questions, 51, 192
  - risk taking. *See also* safety
    - experimenting with your teaching, 73
    - with hands-on learning, 91–92
    - parents' role for students', 261, 262
  - Rogers, Bill (*Cracking the Hard Class*), 340
  - role playing, 319
  - routines
    - adapting to circumstances, 126–128
    - behaviours covered by, 128
    - effective, developing, 19
    - followed in your absence, 125
    - importance of, 124–125
    - maintaining, 124, 132–133
    - methods for establishing, 124
    - playing with, 132
    - primary school sample, 129–130
    - secondary school sample, 130–131
    - strict versus casual approach with, 128
    - suiting to age groups, 127, 128–131
    - training students to follow, 124
    - when holidays approach, 133
  - rules. *See* expectations
  - running into the classroom, 88
- S ●
- safety
    - of extra-curricular activities, 298
    - resource use issues, 112
    - routines for ensuring, 125
    - on school trips, 301, 302, 303
  - sanctions
    - applying, 185–187
    - avoiding eye contact when giving, 53
    - being realistic, 203
    - being reasonable, but not reasoning with students, 34, 327
    - blaming the policy for, 187
    - detention time, 184, 185, 203, 231
    - distance needed for, 217

- sanctions (*continued*)
  - examples, 185
  - following through on, 170, 184, 203
  - general guidelines for, 186
  - introducing to class, 174
  - keeping private, 56, 170, 186
  - need for, 183
  - offering 'the choice', 168, 170, 186–187, 196, 199, 328
  - for opting out, 231
  - positive atmosphere aiding, 172
  - questions to consider, 188
  - rewards versus, 178, 179
  - suiting to the misbehaviour, 184
  - suiting to your setting, 185, 188
  - threat of 'somebody else', 184
  - trying distractions first, 185
  - using appropriately, 175
  - warnings before, 184, 185
  - on whole class, 185
- sarcasm, avoiding, 175, 192
- school inspections, 312–313
- school magazines, 296. *See also* extra-curricular activities
- school trips
  - behaviour management on, 303
  - benefits of, 299–300
  - deciding to commit to, 300–301
  - funding, 302
  - informing parents about, 302–303
  - making the most of, 304
  - planning, 301–302
  - preparing for risks involved in, 302
  - regulations about, 301
  - student/teacher ratio for, 301
- seating plan
  - approaches to, 146
  - for behaviour management, 57, 145
  - instigating, 146
  - for learning names, 221
  - for primary school, 129
  - for secondary school, 131
  - surprising students, 323
- SEBD (social, emotional and behavioural difficulties), 227
- secondary school
  - parent volunteers at, 269–270
  - pastoral role in, 232
  - realism about bonding with students, 23
  - realism about knowing parents, 264, 271
  - routines, 130–131
  - self-assessment by students, 288
  - self-awareness, 44
  - self-esteem, boosting students', 230
  - SENCo (Special Needs Co-ordinator), 191, 253
  - senses. *See* multisensory lessons
  - sergeant major teaching style, 35
  - setting of school. *See also* ethos of school
    - adapting routines to, 127
    - extra-curricular activity availability, 297
    - extra-curricular activity obligations, 294
    - sanctions depending on, 185, 188
    - stressful, 206
    - suiting teacher character to, 29
    - suiting teaching style to, 36–37
  - Shaw, George Bernard (playwright), 83
  - shocking students, 89–90, 330
  - shouting, avoiding, 47, 175
  - shouting 'stop', 196
  - shy students, 216, 230
  - silence spot, 55, 146
  - simplicity in lesson planning, 64
  - size of class, adapting routines to, 126
  - slobs (staff), avoiding, 255
  - smell and memory retention, 95
  - smiling
    - building bonds with students, 213
    - establishing a positive atmosphere, 174
    - not before Christmas, 214
    - as reward, 181
    - when meeting parents, 272
  - snakes (staff), avoiding, 255
  - social, emotional and behavioural difficulties (SEBD), 227
  - space. *See* teaching space
  - spatial-visual learning style, 89, 92
  - special needs
    - helping students with, 227–228
    - types of, 226–227
  - Special Needs Co-ordinator (SENCo), 191, 253
  - spelling backwards exercise, 104
  - sports, 296. *See also* extra-curricular activities

- staff team
- attending meetings, 243
  - avoiding insularity, 237
  - becoming an effective member, 23
  - benefits of effective teamwork, 239
  - bonding via extra-curricular activities, 298
  - building a positive ethos, 238–239
  - challenging settings promoting unity in, 239
  - characters to avoid, 253–255
  - getting to know everyone, 245, 298
  - good acquaintances to make, 252–253
  - in large versus small schools, 244
  - motivating other members, 244
  - non-teaching support staff, 246
  - other sources of support, 247–248
  - passing problems to, avoiding, 242
  - setting standards consistent with, 241
  - sharing ideas and resources with, 243
  - supporting other members, 23, 240–241, 242
  - teaching staff, 245
  - teaching support staff, 245–246, 248–252
  - ‘them and us’ attitude, avoiding, 239
  - understanding different perspectives, 241
  - valuing everyone’s contribution, 242
- standards. *See* expectations
- starting lessons
- with confidence, 135
  - with enthusiasm, 174
  - getting students’ attention, 72, 157, 204
  - introducing activities, 70, 98–99, 174
  - during observations, 311
  - time management, 133, 135, 157
  - tips for, 135
  - welcoming students, 135, 218
- statues exercise, 105
- strengths, yours
- building on, 308–309
  - identifying, 306–307
  - weaknesses as, 307
- stress management
- changing schools, 206
  - doing something for yourself, 206
  - feeling pity instead of anger, 206, 336
  - forgiving yourself, 206, 337
  - fresh start for, 337
  - holding grudges, avoiding, 206
  - home/work divide for, 205, 207, 335
  - humour for, 336
  - during inspections, 313
  - need for, 192
  - patting yourself on the back, 207, 337–338
  - putting up a wall, 206, 335–336
  - reacting from head, not heart, 206
  - routines for, 125
  - sense of perspective for, 207, 333
  - signs of being over-stressed, 205
  - sources of stress, 201, 204–205
  - strategies for, 205–207, 333–338
  - support for, 205, 207, 334
  - taking things personally, avoiding, 334
- structured approach
- for behaviour management, 67, 128
  - developing effective structures, 19
  - in lesson planning, 67–69
  - routines for, 124–133
  - sharing structure with students, 68–69
  - situations not requiring, 70–71
  - situations requiring, 67
- student-directed learning, 84
- students. *See also* building relationships
- with students; engaging students
  - abused, reporting, 191
  - abusive, 200–201, 206, 242, 335–336
  - adapting routines to, 127, 128–131
  - aggressors, 200
  - attention seekers, 170, 326–327
  - bright or gifted, handling, 228–229
  - challenging individuals, 21, 199–201, 325–332
  - concentration span and age of, 51, 69
  - confrontational, understanding, 190–193
  - controls desired by, 28
  - differentiation among, 76–78, 195, 225–231
  - getting feedback from, 66, 180, 181
  - getting their attention, 72
  - with low self-esteem, 230
  - maintaining appropriate distance, 23, 32, 166–167, 212, 216–218, 318
  - making them feel worthwhile, 174–175
  - names, knowing and using, 135, 156, 174, 219–224, 320

students (*continued*)

- negative expectations for, avoiding, 257–258
- noise monitor, 107
- opting out by, 231
- peer group influence, using, 323
- refusers, 199–200
- seeing from their viewpoint, 44, 69, 143, 178, 332
- self-assessment by, 288
- sharing lesson structure with, 68–69
- with special needs, 226–228
- suiting lessons to, 40–41
- suiting rewards to, 179, 180, 182, 183
- suiting teacher character to, 28
- suiting teaching style to, 37–38
- treating all consistently, 165, 167
- treating as people, 160, 174, 218–219
- verbally abusive, 200–201, 206
- subconscious messages, 45–46, 55
- summative assessment, 117
- support. *See also* staff team
  - accepting, 240–241
  - in challenging schools, 239
  - differentiation by, 77
  - finding sources of, 247
  - giving to other team members, 23, 240, 242
  - for handling confrontations, 21, 189, 190, 191
  - from home, 268
  - non-teaching support staff, 246
  - parent volunteers, 269–270
  - for stress management, 205, 207, 334
  - teaching support staff, 23, 245–246, 248–252
  - from unions, 190, 247
  - when losing a class, 202, 203
- surprising students, 87–88, 179, 180, 323
- Surviving and Succeeding in Difficult Classrooms* (Blum), 340
- swearing by students, 200–201, 242, 334
- synesthesia, 96

## • 7 •

- talented students, handling, 228–229
- Tamagotchi, 321
- targets for activities, 100
- tasks
  - differentiation by, 76
  - variety in, 108–110
- teacher character. *See also* teaching style
  - adapting routines to, 126
  - confident, 13, 27, 28
  - giving of yourself, 320
  - maximising your strengths, 158–162
  - overcoming obstacles, 162–168
  - power of personality, 158–159
  - for shocking students, 88
  - slightly crazy and on the edge, 88
  - suiting to situations, 28–29
- Teachernet website, 341
- The Teacher's Toolkit* (Ginn), 340
- Teachers TV website, 341
- teaching space. *See also* seating plan
  - adapting routines to, 127
  - benefits of changing, 142
  - for collaborative learning, 144
  - developing layouts, 144–145
  - examining yours, 142–143
  - factors affecting, 143–144
  - feeling comfortable about changing, 142, 145
  - for formal learning, 144
  - importance of layout, 143–144
  - managing learners in, 145
  - planning changes to, 144
  - playing with, 40
  - reorganising to regain control, 203
  - routines for entering, 57, 129, 130
  - routines for leaving, 57, 129, 130, 131, 224
  - silence spot or attention spot, 55, 146
  - sitting in the students' chairs, 143
  - taking control of, 14, 28, 56–57, 145
  - teacher movement in, 147, 157
  - temporary, 56, 127
  - troublemakers in, 56, 57
  - for whole-class discussions, 144

- teaching staff, 245
- teaching style
- adapting routines to, 126
  - for avoiding confrontations, 193
  - balance in, 34
  - changing to regain control, 203
  - choosing teacher character for, 28–29
  - communication as core of, 14–15
  - confident, 13, 27–30
  - developing, 11–15, 39–41
  - examining yours, 12, 35–38
  - expectations for, 36, 37
  - lesson plans for, 40–41
  - maintaining appropriate distance, 23, 32, 166–167, 212, 216–218, 318
  - matching behaviour management to, 169
  - modern, 33–34
  - old-school or authoritarian, 32–33, 91, 159
  - personality compared to, 31
  - playing with communication, 39–40
  - reflecting on challenges, 38
  - successful, characteristics of, 36
  - suiting to setting, 36–37
  - suiting to students, 37–38
  - suiting to yourself, 31, 35–36
  - teaching space layout for, 143–144
  - tips for improving, 12
  - unusual styles, 35
  - varieties of, 11–12, 31
- teaching support staff
- creating relationship, 249
  - described, 245
  - getting to know them, 249
  - giving responsibility to, 241, 248, 251–252
  - making the most of, 23, 250–251
  - meetings with, 249
  - possible members of, 245–246
  - roles useful for, 251–252
  - self-consciousness around, 248–249
  - setting key standards for, 250
  - as sounding boards, 251
- teamwork. *See also* staff team
- building with students, 82, 160
  - positive atmosphere from, 175–176
- technicians, getting to know, 253
- TES (Times Educational Supplement)
- website, 341
- Think of icon, 6
- thinking laterally, 331
- three Rs for lesson planning, 65–66
- tick and flick marking, 119, 286
- time limits for activities, 100–101
- time management
- importance of, 133
  - pacing lessons, 134–136
  - predicting length of activities, 134
  - starting and ending lessons, 133, 135, 157
  - using a watch, 136
- time of day/week
- maintaining positive atmosphere, 178
  - suiting teacher character to, 29
- Times Educational Supplement (TES)
- website, 341
- Tip icon, 6
- to do lists
- sample, 284
  - usefulness of, 283, 284–285
  - writing effective lists, 285
- tone of voice
- for behaviour management, 49, 196
  - for engaging students, 84
  - importance of, 48
  - impression made by, 46
  - making magic with, 46
  - negative emotions betrayed by, 49
  - playing with, 39
  - students' awareness of, 15
  - subconscious messages sent by, 45
  - varying for maximum effect, 48–49
- top trumps, 321
- treasure box for rewards, 322
- treasure hunt scenario, 319
- trips. *See* school trips
- turning on a penny, 330
- u •
- unions, 190, 247, 301
- Use Your Memory* (BBC Books), 222

## • V •

VAK (visual, auditory, kinaesthetic), 90–91  
 variety of tasks  
   across different subjects, 109–110  
   hallmarks of varied lessons, 109  
   need for, 108  
 verbal communication. *See also*  
   communication; lesson delivery  
   abusive students, 200–201, 206  
   balancing non-verbal communication  
     with, 14  
   choosing the right words, 50  
   concentration span for, 51, 69  
   creating relationship, 160, 213  
   developing skills in, 14  
   explaining routines, 124  
   exploring emotions, 162  
   giving effective instructions, 50–51  
   inclusive language, 318  
   keeping to the point, 51  
   making magic with, 46  
   pace of, 49–50  
   playing with, 39–40  
   responding to misbehaviour, 161, 170  
   rhetorical questions, 51, 192  
   sarcasm, avoiding, 175, 192  
   showing your fierce side, 330  
   staying on track, 167–168  
   stopping confrontations, 196  
   taking care of your voice, 52  
   tone of voice in, 39, 48–49  
   volume of, 39, 47, 155  
 verbal-linguistic learning style, 89, 91, 92  
 vertical banding, 229  
 video  
   for assessing group work, 142  
   for observing your teaching style, 53  
 visual aids for maintaining focus, 157  
 visual, auditory, kinaesthetic (VAK), 90–91

visual impairment, 228  
 Voice, formerly PAT (Professional Association of Teachers), 247  
 volume of communication  
   managing noise levels, 106–108  
   playing with, 39  
   raising your voice, 47  
   responding to misbehaviour, 170  
   shouting, avoiding, 47, 175  
   talking over a class, avoiding, 155  
   using to advantage, 47  
 voluntary organisations, support from, 248  
 volunteers, parents as, 269–270

## • W •

WALT ('We Are Learning To'), 69  
 war mongers (staff), avoiding, 254  
 Warning! icon, 6  
 weaknesses, yours  
   as also strengths, 307  
   identifying, 306–307  
   improving, 307–308  
 weather chart for behaviour, 182  
 websites  
   author of this book, 339  
   *Health and Safety of Pupils on Educational Visits* (DCFS booklet), 301, 302  
   Primary Resources, 341  
   Teachernet, 341  
   Teachers TV, 341  
   Times Educational Supplement (TES), 341  
   unions, 247  
   Woodlands Junior School, 342  
 welcoming students, 135, 218  
 WILF ('What I'm Looking For'), 69  
 Woodlands Junior School website, 342  
 written work  
   concentration needed for, 103  
   marking papers, 25, 118–120, 286–288