



# Classroom & Group Management

# In my perfect classroom...



Choose a picture that represents what a perfect classroom looks like for you.

Think of a picture to describe your idea of perfect classroom.

The following questions can guide your reflection:

- What would you see going on in a “well-managed” classroom?
- How would teachers relate to their students to create a supportive climate?

# Classroom Management Areas

- **Engagement:** Strong relationships between students, teachers, families, and a good management of content, feedback and conflicts have a strong effect on the learning process.
- **Safety:** Schools and school-related activities where students are safe from violence, bullying, harassment. Encompasses physical and psychological safety.
- **Environment:** Appropriate facilities, available school-based health supports, and a clear, fair disciplinary policy. Physical and disciplinary wellness. Encompasses respect for individual differences and social skills.

# Think-Pair-Share



## 1. THINK individually:

Where do you think the words or sentences that you wrote fit? Are they connected with **G**, **i**, **t** ( **t** ) @ **æ** **v** @ or **G** **1** » **]** ( **t** ) @ Can you add other words related to these areas?

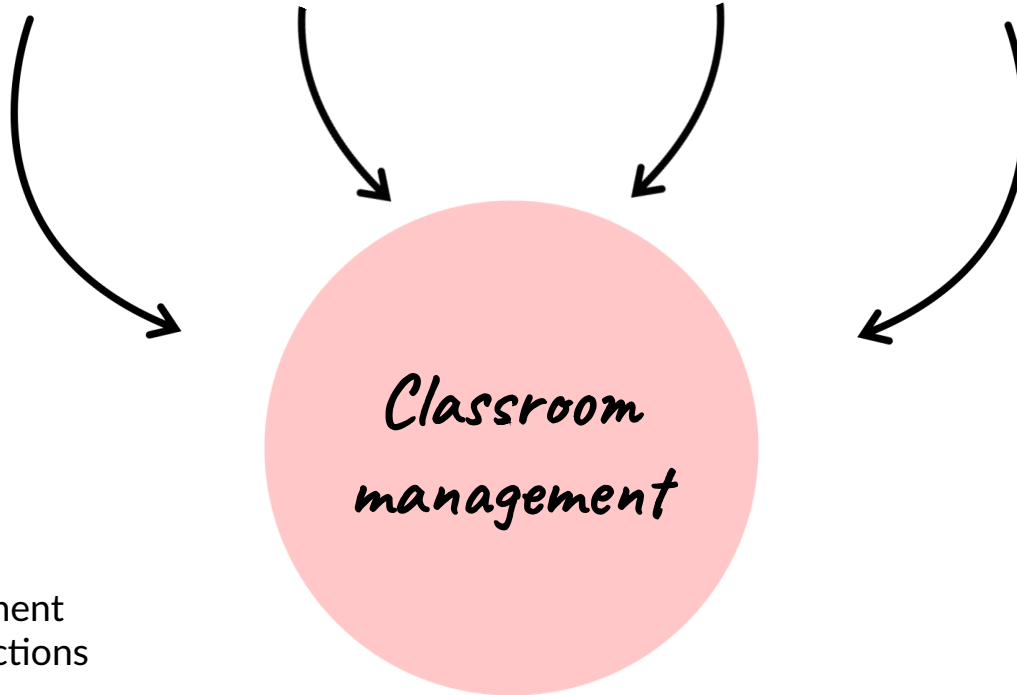
## 2. In PAIRS:

Explain your choices to your partner and reply together the following questions  
 @ **t** **t** **i** **n** **i** @, ] **S** **4** @ **i** @ **1** #) **q** **t** **S** **t** \* **S** **t** **1** ) @ **q** **h**  
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## 3. SHARE with the whole class:

What you have discussed in pairs.

*Engagement*      *Safety*      *Relationships*      *Environment*



- SEL
- Group Dynamics
- Teamwork
- Assertiveness
- Growth Mindset
- Feedback
- Conflict Management
- Diversified instructions
- Digital tools

# World Cafe'

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- Discuss the question presented at each “station” and record your ideas on the flipcharts. You will be divided into three groups, with up to 10 minutes at each station. Pick a color that will travel with you!
- The questions focus on:



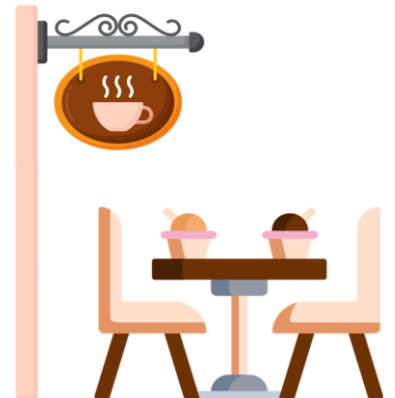
Teaching methods



Students



Parents & Community

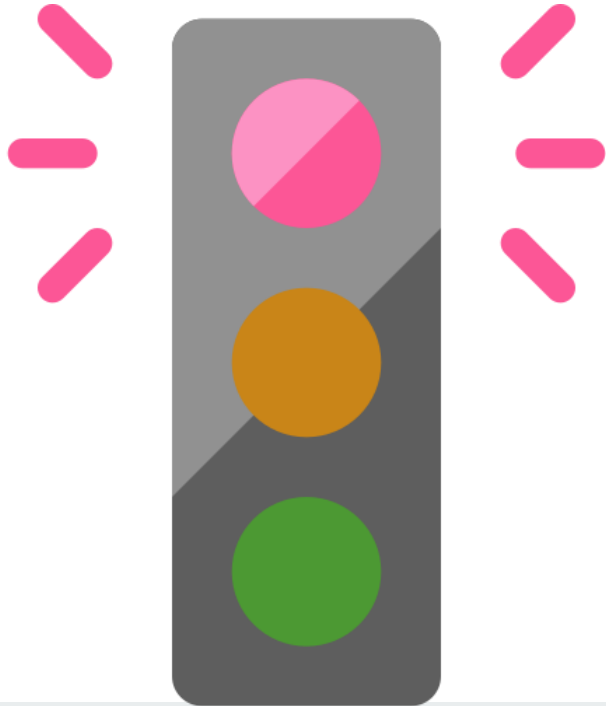


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# Traffic lights

A tool to reflect about your classrooms

# Self reflection on teaching practices



*What should not happen in class and does not happen*

*What should not happen in class but happens*

*What should happen in class but does not happen*

*What should happen in class and happens*

# Traffic lights

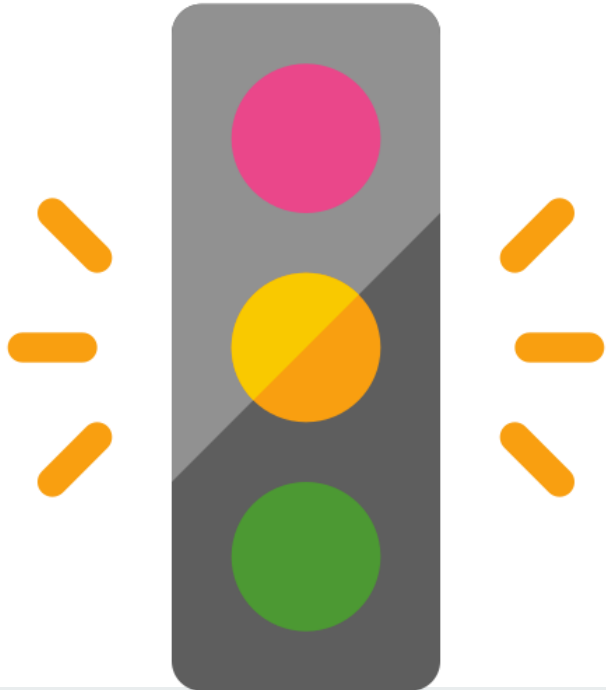


## *What should not and does not happen*

It means clearly defining unacceptable behaviors, such as disrespect or interruptions, and ensuring they do not occur, creating a safe and respectful classroom environment.

Look for new ways to avoid negative values.

# Traffic lights



*What should not happen but happens*  
*What should happen but does not happen*

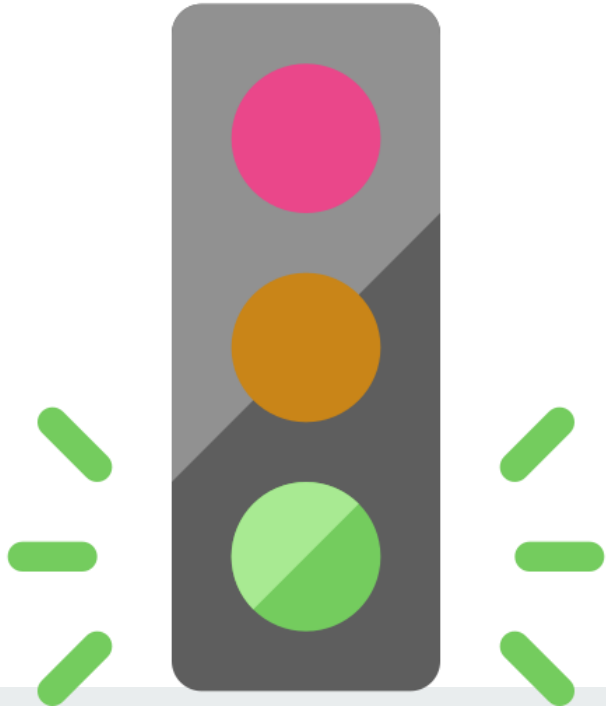
This highlights the gap between expectations and reality in the classroom.

“What should not happen but happens” refers to negative behaviors that occur despite being unacceptable, such as disruptions or lack of respect.

“What should happen but does not happen” points to positive behaviors that are expected but missing, like participation, collaboration, or active listening.

Avoiding extremes: blaming ourselves excessively and falling into goodwill.

# Traffic lights



## *What should happen and happens*

This refers to the positive alignment between expectations and reality in the classroom.

It describes behaviors and practices that are desired and actually take place, such as respectful communication, active participation, collaboration, and engagement in learning activities.

How to maintain and reinforce these good behaviors?

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# SEL in the classroom

# Emotional intelligence

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El is the capacity of individuals to **recognize** their own, and other people's **emotions**, to **discriminate between different feelings** and **label** them appropriately, and to **use emotional information to guide thinking and behavior**. (Daniel Goleman)

Studies have shown the ability of emotional intelligence to improve academic as well as professional achievements. Academic intelligence does not offer a complete preparation to face life. Emotional intelligence determines how well we are able to use all our other abilities.



## 5 Pillars of EI by Goleman

- 1. Self-awareness: ability to be aware of my own emotions as they are happening
- 2. Self-management: manage the emotions and understand if it is appropriate to express them
- 3. Persistence: persistence of pursuing my goals and plan for them, no matter what the circumstances
- 4. Empathy: ability to experience what the other person is feeling
- 5. Social skills: being able to navigate my social landscape



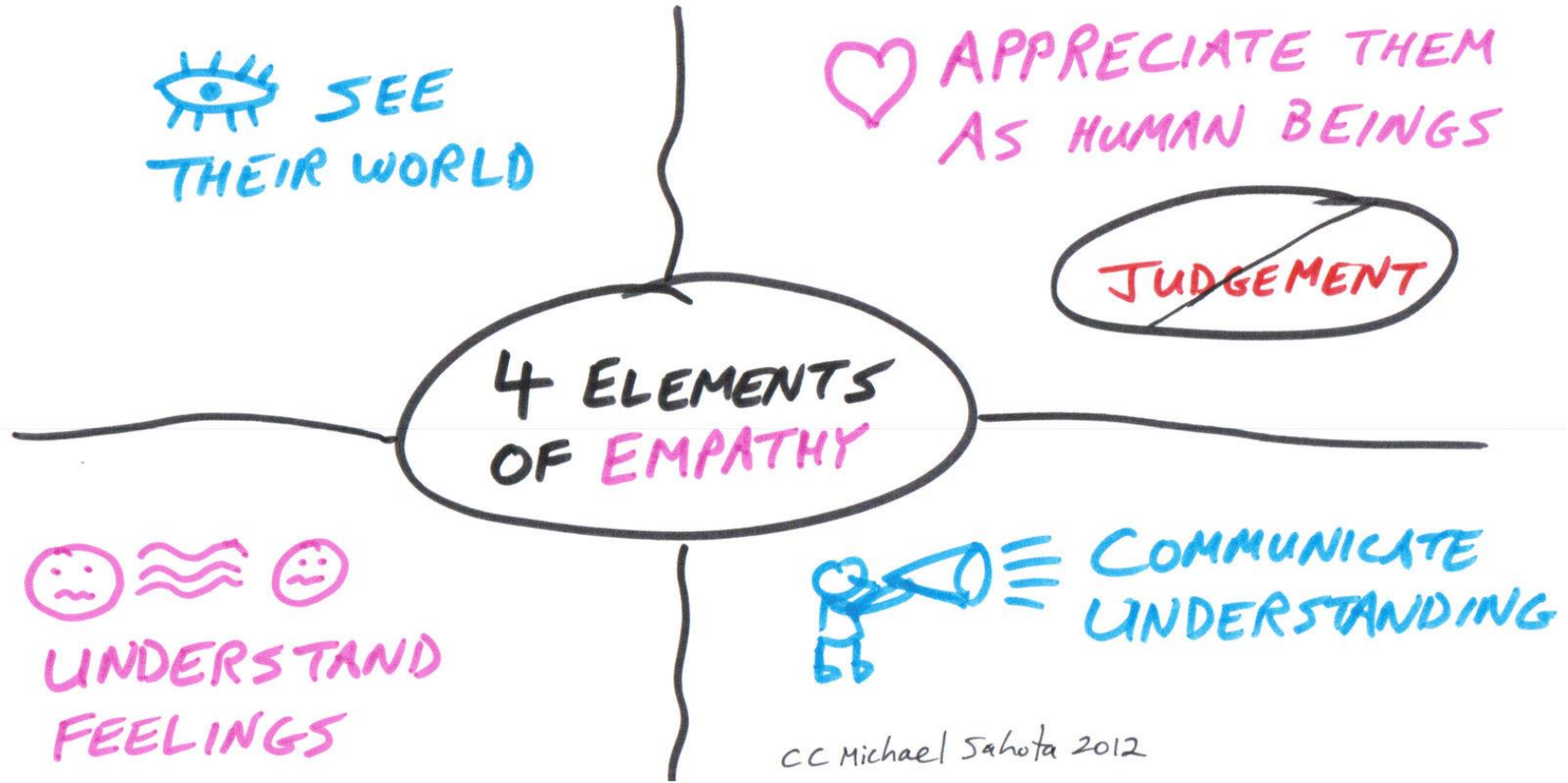
# How to introduce SEL at school

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- **Show EI behaviour:** Teachers can set an example by expressing their emotions appropriately, showing empathy and respect.
- **Teach EI skills directly:** Teachers can use activities like naming emotions, role-playing, reading stories, watching videos, or playing games to teach students about emotions.
- **Create a safe emotional environment:** Teachers can make the classroom a positive place by setting clear rules, encouraging teamwork, celebrating diversity, praising effort, and providing emotional support.
- **Include EI in the curriculum:** Teachers can incorporate Emotional Intelligence into different subjects.

# What is empathy? ... and how it is different from sympathy?





CC Michael Sahota 2012

# Tool: in our students' shoes

Empathy Maps are **visual tools** that help individuals understand and empathize with the thoughts, feelings, actions, and experiences of a specific person or group.

Using the **empathy map in the classroom** allows educators to step into their students' shoes and gain insights into their experiences, challenges and motivations.

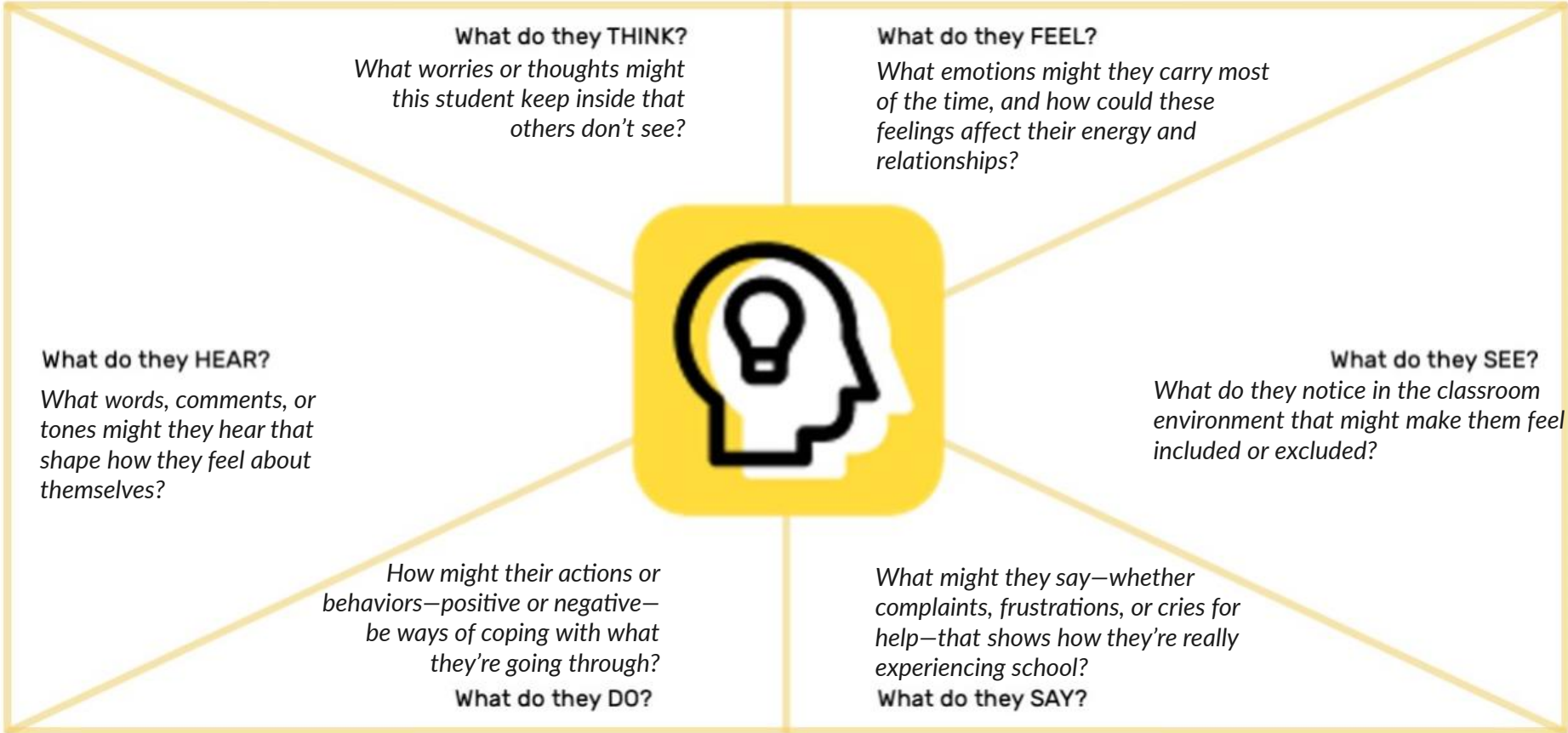
In diverse classes, where students have diverse backgrounds, the empathy map becomes a powerful tool to understand the **cultural nuances, emotions, and behaviors that influence students' learning.**



# Classroom identikit



- Be inspired (but not limited) by the identikit framework to reflect on various dimensions of your classroom experience.
- Visualize yourself as a student in the classroom and, in each section of the identikit, reflect on what students experience from a personal point of view.



# Debriefing

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- What can be the purpose of this exercise?
- What are the benefits?
- What are the possible applications in school?