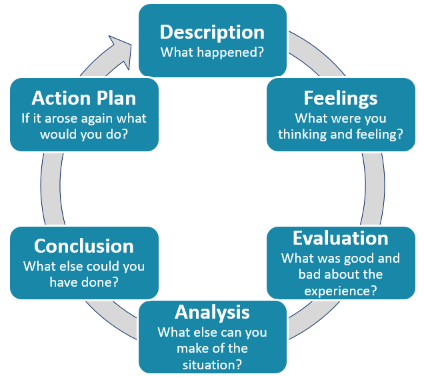
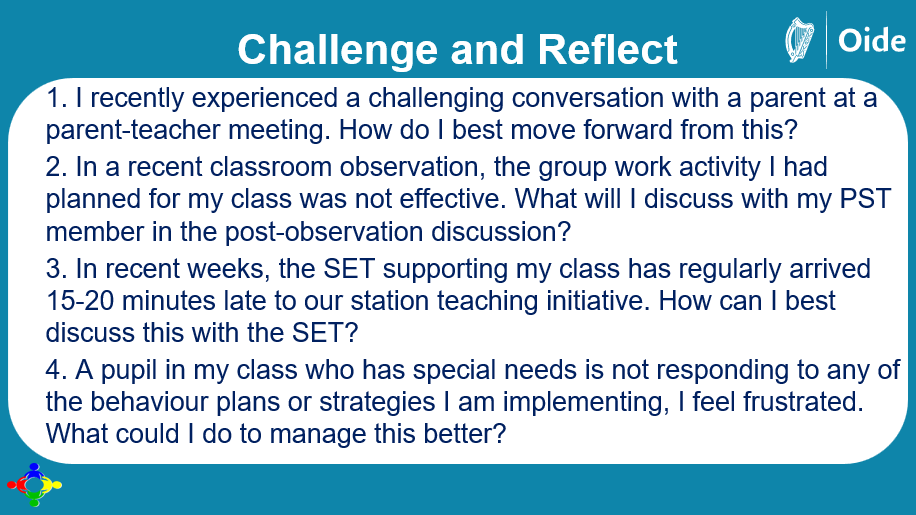
**NQT Cluster Meeting 2 Document**

**Reflective Practice Framework: Gibbs’ Reflective Cycle**





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| **Classroom Management – Suggestions**  **Please see the full Classroom Management Toolkit on our website.** | | |
| **Classroom Management Area** | **Scenarios…** | **Suggestions…** |
| **Managing transitions between lessons** | 1. What strategies could be used to settle the children after break? 2. Any suggestions for managing the class when we go to the hall/yard/field for PE? 3. Other ideas for transitions between lessons. | Use this time as an opportunity to revise material already covered in class e.g., songs, poems, tables, spellings, drama ideas (See ‘100+ ideas for Drama’). |
| **Managing ‘noise’ levels** | 1. Managing the noise level in the classroom can be difficult. I find myself raising my voice quite a lot. What should I do? How do I regain the children’s attention? 2. When the children are working in groups, they are constantly asking me what to do. How can I remedy this situation? | Teach the pupils the appropriate voice levels for the various activities to be conducted in the classroom. |
| **Classroom organisation** | 1. How can I get on top of corrections – it can be overwhelming? 2. Taking down homework seems to take forever! How can I reduce the time it takes? 3. What should effective classroom rules look like? | On the spot corrections are most effective so it is best to circulate and correct as pupils undertake an activity. |
| **Managing individual needs** | 1. Can you advise me what to do to support self-directed learning? 2. What could I do to engage children who swing on their chairs, play with pencil cases, root in their bags, etc.? 3. I am worried about children in my class who are in need of lots of individual attention. What can I do? | Consult with the SET as soon as you can. Observe and make notes on the times when support is most needed. These notes should be evidence based. |