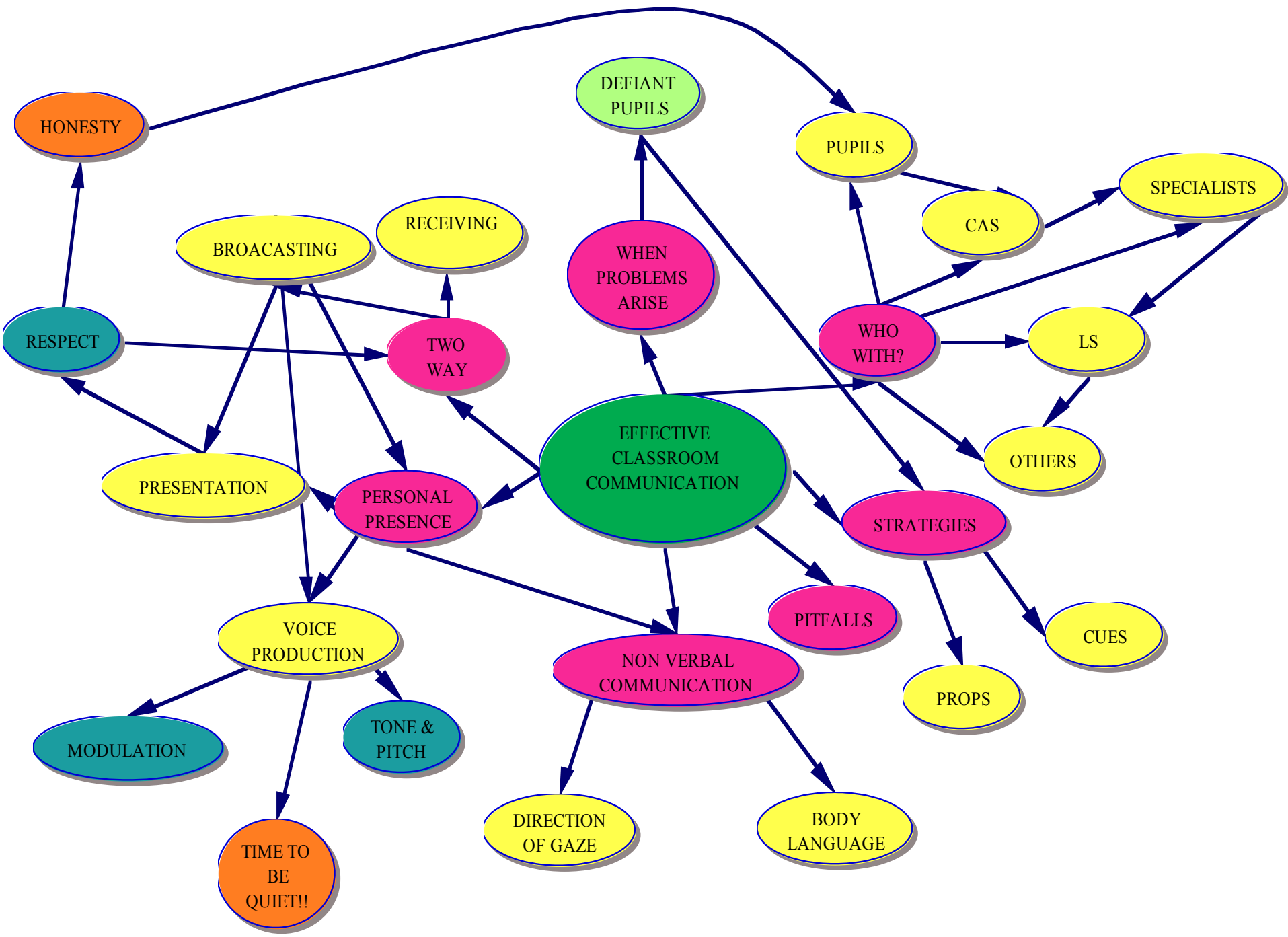


# EFFECTIVE COMMUNICATION IN THE CLASSROOM

Fi McGarry

## SITE 2.1.1

- *Communicate effectively*, using a variety of media, to stimulate pupils and achieve the object of lessons.



# What are communication skills?

- Transmission
- Reception

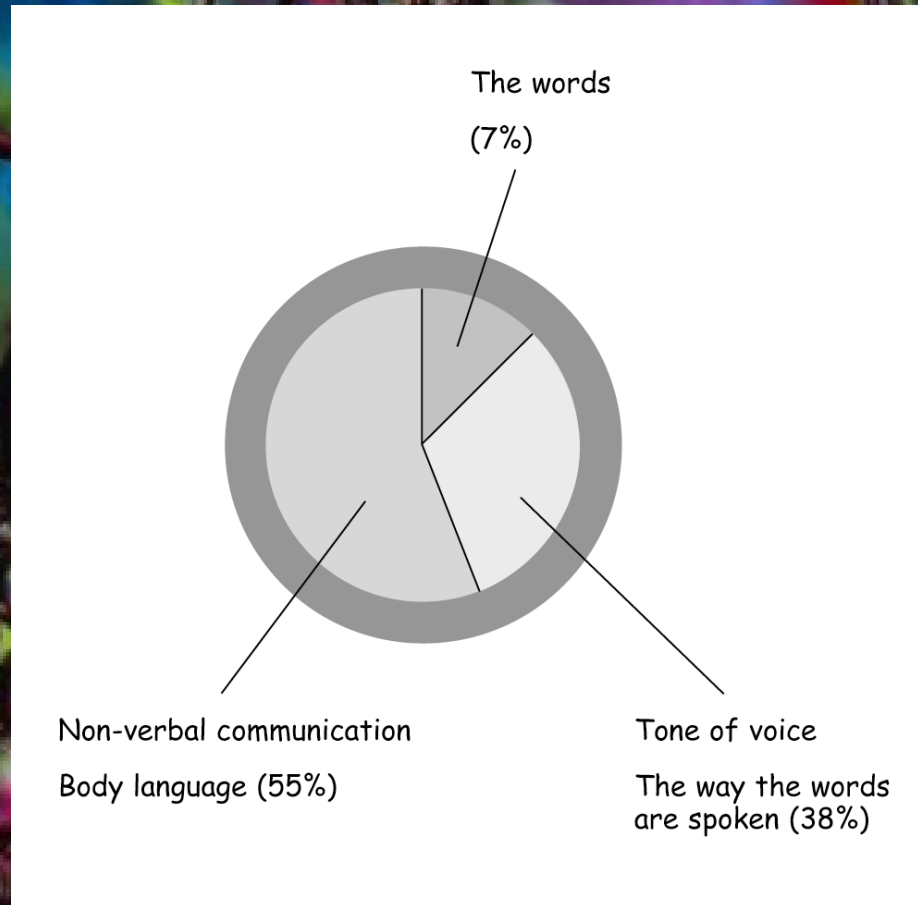


# With whom?

- Pupils
- Colleagues - managers, classroom assistants, visiting specialists, L.S. etc.
- Parents
- Others



# Transmission



# REFLECT

- What types of communication do you use?
- What do you hear yourself saying/see yourself doing?
- Describe this to a partner
- Identify any “scripts” (consistently used phrases) or non-verbal routines you use

# Barriers

- Emotional aspects
- Threats to teacher's self-esteem
- Skills/experience



# Communication that creates or reinforces negative behaviour

- Sarcasm
- Anger
- Belittling
- Negative expectations
- Insensitive physical contact
- Overt use of physical size

# Communication that promotes positive behaviour

- Praise
- Affirmations
- Positively stated expectations
- Language of belonging
- Language of choice
- Eye contact
- Safe physical contact
- Body language

# Body Language

- It's not (only) what you say, it's the way that you say it!
  - Awareness of nonverbal behaviour allows you to become a better receiver
  - You will become a better sender of signals that reinforce learning
  - Increases the degree of perceived psychological closeness between teacher and pupil

# Nonverbal behaviours

- Eye contact
- Facial expression
- Gestures
- Posture and body orientation
- Proximity
- Paralinguistics
- Humour



# Negative verbal behaviours

- Inconsistent, or hidden messages
- Rudeness
- Raised voices
- Incoherent diction
- Too much talk!
- Inappropriate language/style



# Positive verbal behaviours

- Clear messages
- Respectful
- Encouraging
- Appropriate use of praise
- Pauses
- Clear diction
- Modulated tones

# Developing your role

- Honesty
- Openness
- Respect

# Developing your role

- Be professional!
- Look professional!
- Set professional expectations!

# Strategies

- Props
- Cues





# When problems arise

- Stay calm
- Speak to the pupil privately and in a quiet voice
- Establish eye contact and call the pupil by name
- State any command as a positive (do) rather than a negative (don't)
- Use clear and descriptive terms so that the pupil knows exactly what is expected.



# Pitfalls

- Mismatch between words and nonverbal signals
- Pause to think before reacting to provocative behaviour
- Do not become entangled in a protracted discussion
- Do not try to coerce or force a pupil to comply

# Proactive steps to avoid conflict

- Offer face-saving exit strategies
- Act in positive ways
- Agree fair behavioural consequences in advance
- Avoid making demands of pupils when they are upset

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