

# Managing Misbehaviour in Schools. 2013. Tony Charlton, Kenneth David.

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Fully revised and updated, this second edition of the successful *Managing Misbehaviour in Schools* presents a wide-ranging survey of both the theoretical and the practical ideas and suggestions for the efficient management of behaviour problems in the school and classroom. It is invaluable for students. Full description. Saved in: Bibliographic Details. Main Author: Charlton, Tony. Classroom management is concerned not just with discipline and student behaviour but, in a wider sense, can be considered a means by which the broader purposes of classroom life can be achieved. Just as a manager in a company does not aim simply to manage, but to achieve pre-set targets, discipline is not an end in itself: rather, it is a means through which the wider aims of schooling can be fulfilled and students are socialized into moral, ethical and social values. Two specific purposes of classroom management are highlighted below. For instance, a student who misbehaves in a lesson on a particular subject may not do so in another. Similarly, a teacher who reacts to a particular kind of student behaviour in class X may not do so in class Y. Let their misbehavior hang in the air and settle before speaking. Let them feel the weight of it. Give your students an opportunity to understand what they did wrong all on their own. Model for your students the misbehavior you observed, showing how it wasted time and disrupted learning. Modeling how not to behave is a powerful strategy that allows students to view and really understand their actions from a different perspective. Step 6: Reteach.