



DAILY PROGRAMME

Innovative Approaches for Effective Classroom Management

DURATION 5 days · 25 hours	DAILY SCHEDULE 09:30–15:00 Monday to Friday, with a break for lunch	LANGUAGE English (B1+)
COURSE CENTRES Antalya · İstanbul · İzmir · Mersin · Budapest · Bremen · Rome Dates and cities of the scheduled sessions are listed on the course page.		GROUP SIZE Max 20 participants

Week at a glance

DAY 1 Welcome, Introductions and Sorting Disruptions	DAY 2 Tier 1: Clear Expectations	DAY 3 Reinforcement and Keeping Track	DAY 4 Tier 2: The 2×10 Conversation	DAY 5 Where Your Part Ends, and Your Action Plan
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Day by day

Day 1

Welcome, Introductions and Sorting Disruptions

- **Icebreaker:** "Two Minutes, One Colleague" — pairs practise a compressed version of the 2×10 relationship-building technique on each other, then discuss what changed in how they listened
- Introduction to the course and participants
- Presentation of the schools of the participants
- Sorting real disruptions from your own class, described without names: those that need a reminder, those that need a relationship, and those that need more than one teacher can give alone
- **Positive Behavioral Interventions and Supports (PBIS):** the three tiers, where the framework comes from, and which parts one teacher can run

Day 2

Tier 1: Clear Expectations

- **Warm-up:** "Rules in Reverse" — in pairs, turn a classroom "don't" into a "do" ("don't shout out" becomes "raise a hand and wait"), then compare versions across the room
- Writing three to five positive expectations for your own class
- **Teaching an expectation:** showing it, practising it, and noticing it when students do it

- Practising the first minute of teaching your first expectation on a partner, and what you would say when someone gets it right
 - Your first expectation and the plan for teaching it in your first week back
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Day 3

Reinforcement and Keeping Track

- What a disruption might be getting the student — attention, a way out of a task, a sense of belonging — and how that changes your response
 - Building a simple reinforcement routine that you can keep up on a busy day
 - **Keeping track:** a paper chart or a tool such as ClassDojo, what student information to record and what to leave out, and checking your own school's rules before using any online platform
 - Sharing routines in threes and improving them
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Day 4

Tier 2: The 2×10 Conversation

- **The 2×10 technique:** what it is, where it comes from, and what evidence there is for it and what there isn't
 - Choosing a student you have in mind, without names, and planning the ten days: when, where, how to start, what to talk about and what to leave alone
 - Rehearsing the first conversation in threes, with an observer
 - What to notice over ten days, and what counts as a change
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Day 5

Where Your Part Ends, and Your Action Plan

- **Tier 3 and the limits of one teacher:** when a student needs more than you can give, and who to go to
- What you can do alone, what you can do with one colleague, and what you will ask your school for — written as a short request to a named person
- Pulling your week into one classroom action plan and sharing it with the group for feedback
- Reflection and self-assessment

- Course evaluation
- Issuing Certificates of Attendance

PLEASE NOTE

Sessions run from 09:30 to 15:00, Monday to Friday, with a break for lunch. Timings can shift a little to suit the venue and the group.

Course activities and content may vary depending on participants' needs and the trainer leading the session; any changes are at the trainer's discretion. If there is a specific topic you would like included, please let us know — content-related requests must reach us at least 3 weeks before the course start date so we can confirm them in time.

ISSUED BY

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COURSE PAGE

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