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## **GOLDEN PROGRAMME: Keysteps**

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### **KEYSTEPS FOR**

1. Classroom management
2. Building Relations
3. Social Climate
4. Adjusted learning
5. Family-school relations

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## **1. CLASSROOM MANAGEMENT**

### **Aims :**

1. Create pupils concentration and working atmosphere in classroom.
2. Promote pupils learning
3. Create prosocial attitudes and build positive values in classroom.

### **Skills/basic :**

- A. To deal with several things at the same time.
- B. To know what is going on in the classroom and to show to the class that you are aware.
- C. To be able to communicate with students and class so that you can explain your reactions to them and make them understandable and reasonable.
- D. To know about the social life and social structures among the pupils in class  
( who is in power, who is popular, who is lonely, etc)

### **Keysteps:**

**1.1. Flow and continuity:** don't let behaviour interrupt lessons or work in classroom, by trying to go on and deal with behaviour at the same time

**1.2. Attention:** Pay attention to and praise in whole class positive behaviour or behaviour you want more of.

**1.3. Proactively:** Solving problems on low levels (private, low voice, near the pupil, before or after class)

**1.4. Progression:** Build up a system of managing behaviour (looks at, use signs, get nearer the pupil, talk low and inform about the expected behaviour)

**1.5. Preactivity:** Think out what can happen and be prepared

**1.6. Reactivity:** Talk to the pupil after lessons and make agreements of what to do next lesson or talk about alternative behaviour or inform upon your reaction/consequences if negative behaviour continues.

**1.7. Matching:** Sort out that your reaction adjusted and seems reasonable to the problematic behaviour.

**1.8. Timing:** Deal with the problematic behaviour as soon as possible.

**1.9. Momentum:** Be sure that you organise activities and give messages in natural following sequences.

**1.10. Anchoring and futuring:** What have we done and learnt, what went good last time and what are we going to learn and do today or in this lesson.

**1.11. Breaking patterns:** Look for behaviour-patterns between pupils or between you and the pupils and try to break them by doing something else than you normally do.

**1.12. Remembering:** Write all your messages and prescriptions for work on the blackboard or on the working sheet.

## **2. BUILDING RELATIONS**

**Aim:** Establish a good and safe relation between the teacher and the individual pupil based on mutual respect and involvement.

### **Skills/basic :**

A. To look for and recognise qualities in the individual pupils

B. To be in position, like to be with pupils and use time together with pupils.

C. Interest in the individual pupils world.

D. Cultural competence : How is it to grow up for this child in this generation in this place at this time in this family and in this class.

### **Keysteps :**

**2.1. Use name** when addressing child and be sure to "see" the child at least one time each lesson. (Look at, stay near, praise, help etc)

**2.2. Feedback:** Give constructive and positive feedback to the child and focus on positive alternative behaviour.

**2.3. Use golden moment** to show interest in the child and talk about out-of school matters.

**2.4. Positive rumours:** Talk positive of the child when other adults or children are listening.

**2.5. Positive recognition;** Smile and show positive recognition when you meet child outside classroom.

**2.6.** Try to take **pupils perspective** in situations of problems and be willing to listen.

**2.7.** Use **humour** in classroom.

**2.8.** Use **social profiling;** use the pupil's quality, speciality or good work or good behaviour as a common reference in class.

**2.9.** Use **blank sheets:** every day and every lesson is a new possibly.

**2.10. Remember things** that the child has told you and repeat and show interest.

**2.11. Teachers presentation:** Teacher talks about himself, his life, experience

## **3. SOCIAL CLIMATE:**

**Aims :** To create a social climate in class that secure learning concentration, motivation, positive self -esteem and positive relations.

**Skills/basic :**

- A. To be able to solve problems together.
- B. Skills in cooperation
- C. Positive class identity ( we-class)
- D. Skills in innovation and improvement

**Keysteps :**

- 3.1. Increase pupils knowledge** of each other by interviewing them, with different activities, circle time, social bingo etc.
- 3.2. Making 3-5 positive rules** in classroom concerning relationship and how to treat each other together with the class.
- 3.3. Systematic social promotion** and evaluation (what the teacher and/or the pupils are satisfied with, good at)
- 3.4. To promote autonomy** by focusing on learning strategies and classroom organisation.
- 3.5. Peers support:** Academic support from other students.
- 3.6. Systematic positive evaluations** after each lesson and each day.
- 3.7. Cooperation;** Do things together (projects, art, performance etc)
- 3.8. Setting common goals** for the class or/and individuals.
- 3.9. Significant:** Use positive pupils as models for other pupils.
- 3.10. Pupils day,** when you are in focus (bring a game, family network or a secret from home)
- 3.11. Secret friend** activity.
- 3.12. Using cooperative learning** strategies (Johnson & Johnson)
- 3.13. Conflicts solution** in the class: To reserve time for and add models for conflict solution in classroom.
- 3.14. Emotions:** To be able to express own emotions, demands, needs and that the social climate allows you to do so.
- 3.15. To participate in a prosocial action.** (Help somebody)
- 3.16. Decorate** the classroom together.
- 3.17. Classroom organisation** (desks, flowers, drawings etc)

#### **4. ADJUSTED LEARNING**

**Aims :** To increase the individual pupils academic achievement, motivation and to build up accademic self-esteem.

**Skills/basic :**

- Safe learning climate where doing wrong is accepted.
- Good relationships with other pupils.
- Enrichment attitude to pupils beeing different.
- Systematic educational planning using didactic relational modell.
- Promoting individual learning motivation.
- Promoting pupils influence in their own learning prosess.

**Keysteps :**

- 4.1. **Choose:** Pupils being able to choose between different tasks, different levels or different working strategies. Focus on individual academic coping. Give the golden 5 pupils tasks which he/she can cope with.
- 4.2. **Green pen:** Correcting books and test with a green pen instead of a red one focusing upon what is good, what can be improved etc?
- 4.3. **Private evaluation** of pupils, not in front of other pupils or official. Talk with the child in private giving them concrete information of how to improve.
- 4.4. Focusing on **personal learning strategies** to improve autonomy in learning process.
- 4.5. Use of **pupils own interests** and pupils` own experience when planning lessons.
- 4.6. **Special education** within frames of classroom or near connected to the class.
- 4.7. Using **self instructive** materials.
- 4.8. Using systems of pupil`s **self-evaluation**.
- 4.9. Pupils as a resource, **pupils helping** other pupils.
- 4.10. **Giving golden pupils more help** in classroom and more attention on academic matters.
- 4.11. **Using work-plan** as a way of learning and individualising.

## 5. FAMILY-SCHOOL RELATIONS

**Aims :** To create a climate of cooperation between parents and pupil to improve childrens academic achievement and increase social inclusion in classroom.

**Skills/basic:**

Mutual respect and understanding.

**Keysteps:**

- 5.1. **Make regular contact** to the parents with a positive message. (Use phone or instead write in a special contact- book for these 5 children)
- 5.2. **Ask parents** in conferences or meetings about of how they feel their child cope and thrive.
- 5.3. **Use a questionnaire** send out to the parents in advance concerning motivation/self-esteem/academic adjustment/expectations/social adjustment to raise the expectation about their own child.
- 5.4. **Make "learning contract"** between pupil-teacher-parents focusing on responsibility and improvement.
- 5.5. See to that the parents of the golden 5 **attend to parents conferences** by giving them extra attention (special message-phone call-message through child)
- 5.6. **Show interest in the child`s family** and activities by asking questions to the child and show interest.
- 5.7. Go through the **"home curriculum"** \* with the parents in the class as a whole or with the parents of the golden 5.
- 5.8. **Open school** day with pupils and parents so that the parents will see the pupils work and desk and classroom.
- 5.9. Organize **family groups** in the class (groups of parents taking a group of pupils out on activities once a month in the evening/afternoon)

**5.10.** Make a **parents-activity bank** in the class where parents put in their contribution (help-assistance-driving-baking-inviting class to work/farm-tell class about special interests/travels)

**5.11. Organize conference** with teacher, child and parents together with a positive focus.

**\* Home-curriculum**

1. Talk positive of school, teacher and education in general.
2. Discuss things and news being in focus in society or among youngsters.
3. Attend to and speak positive of all meetings and cooperative activities happening in school.
4. Put your name in "family bank": Parents should put on their names as a way of cooperation. For example, in a paper we can ask the parents, "we can help on: transport, trips, class visits, help with educational material, others". With this information teachers will organise their participation, according their classes and curricula.
5. Secure that you are a good cultural model for your children.
6. Show interest for your children's school performance, help them with their home lessons, promote a good learning atmosphere and a good work place at home, help them with project etc.
7. Secure that your children have books to read and have opportunity to use IT in their learning process.