

**Book title:** Cracking the Hard Class

**Author:** Bill Rogers

**Publication date:** 2006

### **1. What is your overall impression of the book?**

Labelled as the 'undisputed master' of behaviour management, Bill Rogers shows that being an effective teacher is not a result of God-given gifts of charisma and presence, but can be developed through series of specific skills and learned actions. It is an excellent book with many clear ideas and examples that can potentially change the way you teach. This book covers all key stages of behaviour management however it does slightly edge more towards secondary teaching.

This book is excellent for teachers that might have one or more difficult pupils in their class, as well as those that have the 'hard class'. Bill makes it clear about what makes a hard class and puts in place some very thorough strategies that can work.

### **2. Who do you think would benefit most from reading the book? What will they learn?**

This book would benefit any teacher or support staff that teaches classes they might find difficult to control or even if they haven't, there are valuable strategies that can be used from this book that will assist educators for classes they might find difficult in the future. You will learn thoroughly about developing classroom behaviour agreement, following up with disruptive students, patterns of behaviour and changing behaviour, plus many additional strategies that will keep you equipped for present or future challenges.

### **3. What did you think about the quality of the writing? Please consider the tone, structure and ideas. Does it suit the audience?**

This is a very readable book if interested in developing in behaviour management as it's been clearly written with experience and knowledge. The chapter build carefully goes through all the current underlying issues in behaviour in classrooms and covers the majority of them in great detail. The first few chapters start to familiarise with the topic 'what is a hard class?' and then swiftly moves from common factors in hard-to-manage-classes to highly detailed strategies that involve the 'repairer' and 'rebuilder'.

This book has been written with careful consideration of colleagues as well as yourself. The final chapter concentrates exclusively on supporting colleagues and offering them support alongside with some cases that one might find sensitive however, they can happen.

**4. Please discuss the research used to underpin the ideas. What evidence does the author use? Is it robust and up-to-date?**

Bill Rogers writes his book with experience and personal knowledge, alongside observations in classes. Bill's colleagues allowed him to take demonstration lessons and mentor-teaching lessons in difficult and challenging classes from year 1 to year 10 (some in year 11). Bill also displays experiences from colleagues and thanks them for their contributions.

The author also states on many occasions that he had countless studies on this experience accompanied by the strategies hence why I would claim it is robust. The research is up to date as it was conducted in the last decade and behaviour management strategies can prove to be continuous through time in the words of the author himself.

**5. What did you learn from reading the book? What ideas/approaches/practice will you change or adopt as a result of reading this book?**

This book has made me pay close attention to the strategies I currently use in the classroom whilst teaching and has made me re-evaluate them. Some scenarios from the book that mention 'gaining attention' and monitoring 'working noise' which leads to 'disruptive behaviour' is something I intend to adopt into my strategies to ensure the learning of pupils.

**6. Could you share a quote from the book that particularly resonated with you?**

"Walking down the corridor to team teach with a colleague she remarked, 'well, you're going to work with my animals today, are you?' with no hint of humour in her voice..."