

The ECT Lounge

TEACHER LANGUAGE BANK



Welcome!

TEACHER LANGUAGE BANK

How to Use This Teacher Language Bank...

This resource is here to support you in the moments when you're not sure what to say.

You don't need to memorise these phrases.
You don't need to use them all.

Choose a few that feel natural to you and use them consistently.

Clear, calm language helps:

- set expectations
- reduce behaviour issues
- build your confidence over time

If a situation feels challenging, pause, pick a phrase, say it calmly, and move on.

You don't need the perfect words.

You just need clear ones.

Come back to this language bank whenever you need grounding, clarity, or reassurance that you're doing enough.





Guide 1

GETTING ATTENTION

Getting Attention (Without Shouting)

Use when: the class is unsettled or transitioning.

- "Thank you to those who are listening."
- "I'm waiting for silence before we continue."
- "Eyes this way in 3... 2... thank you."
- "I need everyone focused before we move on."

Why it works:

You're stating expectations calmly and letting silence do the work.



Guide 2

CLARITY OF INSTRUCTIONS

Giving Instructions Clearly

Use when: starting an activity or transition.

- "Listen first, then I'll repeat it once."
- "You have two instructions."
- "Start when I finish speaking."
- "If you're unsure, stay seated and I'll come to you."

Modelled example:

"You have two instructions. Take your book out and turn to page 12. Start when I finish speaking."



Guide 3

LOW-LEVEL DISRUPTION

Addressing Low-Level Behaviour

Use when: whispering, tapping, minor off-task behaviour.

- "I need you listening now, thank you."
- "That's your reminder."
- "We're focusing."
- "Show me you're ready to learn."

With positive reinforcement:

- "I can see lots of people following the instruction — thank you."



Guide 4

WHEN BEHAVIOUR REPEATS

When Behaviour Repeats

Use when: the same behaviour continues.

- "I've already reminded you."
- "This is your choice now."
- "You can choose to focus, or we'll talk at break."
- "I need you to make a better choice."

Modelled tone:

Calm, neutral, not emotional.



Guide 5

DEFIANCE OR REFUSAL

Defiance or Refusal

Use when: a student refuses to follow instructions.

- "I'm not discussing this now."
- "You can choose to follow the instruction, or we'll continue this conversation later."
- "I'll give you a moment to decide."
- "I expect this done now."

Key reminder for ECTs:

Don't argue. State the expectation. Pause.



Guide 6

DE-ESCALATION LANGUAGE

De-escalation Language

Use when: emotions are high.

- "Let's pause for a moment."
- "I can see you're frustrated."
- "Take a breath — we'll sort this calmly."
- "We'll talk about this when you're ready."

Why this matters:

You're calming the situation without removing authority.



Guide 7

RECOGNISING & REINFORCING POSITIVES

Recognising and Reinforcing Positives

Use little and often.

- "Thank you for starting straight away."
- "I appreciate how focused you are."
- "That's exactly what I'm looking for."
- "Well done for making a good choice."

Whole-class reinforcement:

- "I can see most of the class ready — thank you."



Guide 8

ENDING THE LESSON CALMLY

Ending the Lesson Calmly

Use when: packing up or lining up.

- "We'll pack away when the room is quiet."
- "Stay seated until I dismiss you."
- "Thank you for your effort today."
- "You can leave when I say your name."



Guide 9

AFTER THE LESSON

Talking to Students After the Lesson

Use when: following up behaviour.

- "What happened from your point of view?"
- "What needs to change next lesson?"
- "I expect better choices next time."
- "Let's start fresh next lesson."

Guide 10

A REMINDER FOR YOU

A Reminder for You (The Teacher)

Teaching is not about saying the perfect thing every time.

It's about being clear, calm, and consistent — even when it feels hard.

You do not need:

- to raise your voice
- to explain yourself repeatedly
- to win arguments
-

Your authority comes from:

- following through
- using the same language
- staying emotionally neutral
-

If a phrase doesn't work immediately, that doesn't mean it was wrong.

It means consistency hasn't had time to do its job yet.

Confidence builds quietly.

Often on the days when you feel unsure.

Pause.

Breathe.

Say less — and say it calmly.

You are learning.

You are allowed to be new.

And you are doing more than you think.