



Teacher Movement

When discussing movement in the classroom, the conversation is often focused on the benefits of student movement in the classroom, but what about teacher movement?

When a teacher intentionally circulates, or moves around the classroom they gain more than just steps!

[Research](#) indicates that teacher movement throughout the classroom during instruction benefits student engagement, classroom management, and classroom climate.

Increased Engagement

Moving throughout the room keeps students engaged by allowing the teacher to interact with them on a more personal level. Additionally, the brain is more likely to attend to stimuli that is intense, novel, or incorporates movement.

Monitoring Learning:

Teachers can better monitor student learning and understanding by circulating and observing student work and behavior.

Individualized Attention

Teachers can address the needs of different students as they move around the room.

Behavior Management:

By applying [proximity control](#) or simply being present and moving around, teachers can prevent behavior issues before they escalate.

Modeling Behavior:

Teachers can model the behavior they expect from students, such as active listening and participation.

Classroom Climate

Moving around can help create a positive classroom climate, showing students that the teacher is interested and involved in their learning. Teacher movement can also indicate their enthusiasm for the content or learning and therefore better motivate students.

Accessibility:

When a teacher is not tethered to the front of the room or a specific location, they become more accessible to students, who may feel more comfortable asking questions or seeking help.



Consider the following questions to help reflect on the quality and impact of teacher movement.

1. Was movement purposeful and intentional throughout the lesson, or did it appear random or erratic?
2. Did movement facilitate student engagement and participation, or did it seem to distract or confuse students?
3. How did movement support the learning objectives of the lesson? Did it help clarify concepts, provide additional examples, or interact with students?
4. Did the movement support monitoring student understanding and providing timely feedback?
5. Were there moments where movement could have been more effective or better aligned with student needs?
6. How did the pace and rhythm of movement impact the overall flow and energy of the lesson?
7. Did movement reflect inclusivity and accessibility, ensuring all students had equal opportunity to engage?
8. In what ways can movement be adjusted in future lessons to enhance student learning and overall classroom dynamics?

Strategies to enhance teacher movement:

- **Arrange with Purpose:** Arrange desks or seating in a way that allows the teacher to move around easily
- **Interactive Movement:** Use movement as a way to interact with students, such as by asking questions, providing feedback, or engaging in one-on-one or small group discussions.
- **Move intentionally:** Consider using [Stage Blocking](#) to model enthusiasm, [Circulating with Purpose: Three Times around the Classroom](#) to monitor learning, and [Proximity Control](#) to help manage behavior.
- **Keep Reflecting on Movement:** Use the [Best Practices for Recording for Teacher Movement](#) resource to plan your next recording!

Remember that while AI can provide valuable insights and support, it should not replace the expertise and judgment of educators. The AI report should be viewed as a tool to augment and inform instructional decision-making rather than as a substitute for human analysis and understanding.

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