UNSW SYDNEY

Arts & Social Sciences

School of Education

EDST4084
Managing the Classroom Environment

Semester 1, 2018

**Contents**

**IMPORTANT:**
**For student policies and procedures relating to assessment, attendance and student support, please see website, https://education.arts.unsw.edu.au/students/courses/course-outlines/**

**The School of Education acknowledges the Bidjigal and Gadigal people as the traditional custodians of the lands upon which we learn and teach.**

**1. LOCATION**

Faculty of Arts and Social Sciences
School of Education
EDST4084 Managing the Classroom Environment (6 units of credit)
Semester 1, 2018

**2. STAFF CONTACT DETAILS**

Course Coordinator: Dr. Sue O'Neill
Office Location: Rm 133 John Goodsell
Email: sue.oneill@unsw.edu.au
Availability: Fridays 11:30am -12:30pm. Email to make an appointment

Other Teaching Staff: Dr Joanne Danker
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Availability: Email to make an appointment

Other Teaching Staff: Dr Robyn Lonergan
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Availability: Email to make an appointment

**3. COURSE DETAILS**

| | |
|---|---|
| **Course Name** | Managing the Classroom Environment |
| **Credit Points** | 6 units of credit (UoC) |
| **Workload** | Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, online modules etc. |
| **Schedule** | http://classutil.unsw.edu.au/EDST_S1.html |

*Summary of Course*

Classroom management and student engagement are among the top concerns of beginning teachers. Good classroom management includes proactive and preventative teacher behaviours that minimise student misbehaviour and promote engagement in learning activities, and the strategic and respectful actions that eliminate or minimise disruption when it arises to restore the learning environment. This course focuses on evidence and research-based preventative and remedial strategies and approaches in classroom management suitable for students with diverse learning needs and backgrounds. Students will gain the propositional, procedural, and conditional knowledge needed to manage learning environments in secondary school settings. Positive behaviour interventions and support and instructional classroom management are central themes of this subject.

*Important Information*

Please note that this course has 10 lectures as per the schedule on page 2. One lecture is delivered online in Week 5 due to the Good Friday public holiday. There are 10 tutorials, mostly delivered in face-to-face mode. Online activities replace the tutorials in Week 5 due to Good Friday. Flipped classroom activities are also scheduled for the Weeks 1, 6 and 9 tutorials. **Lectures *and* tutorials start in Week 1.**

**Attendance:** You are expected to give priority to your university study commitments. Unless specific and formal permission has been granted, failure to attend 80% of classes in a course may result in failure.

**Based on last year's student feedback, the following course changes have been made:**

1. Reducing the number of modules required for the Student Wellbeing Hub
2. Decreasing the number of activities in some tutorials
3. Removing the ICT module as a hurdle requirement

## Student Learning Outcomes

| Outcome | By completing this course, it is intended that you will be able to: |
|---|---|
| 1 | Demonstrate an ability to engage students effectively in the learning process. |
| 2 | Develop and maintain a positive learning environment in the classroom. |
| 3 | Plan, manage and deliver productive lessons. |
| 4 | Use strategies and tools to address the diverse learning needs of students and maintain learning engagement. |
| 5 | Manage difficult behaviours and create a safe and productive learning environment. |

## AITSL Professional Graduate Teaching Standards

| Standard | |
|---|---|
| 1.3 | Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds |
| 1.4 | Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds |
| 1.5 | Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities |
| 2.6 | Information and Communication Technology |
| 3.3 | Include a range of teaching strategies |
| 3.5 | Use effective classroom communication |
| 3.7 | Describe a broad range of strategies for involving parents/carers in the educative process |
| 4.1 | Identify strategies to support inclusive student participation and engagement in classroom activities |
| 4.2 | Demonstrate the capacity to organise classroom activities and provide clear directions. |
| 4.3 | Demonstrate knowledge of practical approaches to manage challenging behaviour. |
| 4.4 | Describe strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements |
| 4.5 | Demonstrate an understanding of relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching |
| 7.3 | Engage with the parents/carers |

## National Priority Area Elaborations

| Priority area | Present in lecture/tutorial weeks |
|---|---|
| Aboriginal and Torres Strait Islander Education | 5, 6, 7, Online modules |
| Classroom Management | 1, 2, 3, 4, 5, 6, 7, 8, 9,10 |
| Information and Communication Technologies | 2, 3, 4 |
| Literacy and Numeracy | 2, 10 |
| Students with Special Educational Needs | 2, 3, 5, 8, 9,10 |
| Teaching Students from Non-English-Speaking Backgrounds | 2, 3, 5, 6, 7, Online modules |

# 4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Effective classroom management involves developing productive learning environments that foster positive learning dispositions and responsibility for academic, social and emotional learning among students. This course is included to enable you to develop an understanding of evidence and research-based practices that promote positive classroom interaction and climate that will enhance your effectiveness in engaging students in productive learning.

By developing informed, reflective practices, you will be equipped with the classroom design and management tools needed to be able to create and maintain safe, caring, and challenging learning environments.

# 5. TEACHING STRATEGIES

- o explicit teaching via lectures, including the use of multi-media to foster interest and support student knowledge, skills and understanding;
- o structured occasions for critical reflection on learning from issues discussed, promoting connection of new learning to existing schema;
- o opportunities to actively engage in learning through the use of interactive technology, small group collaborative and cooperative learning activities involving discussion, questioning and problem solving that will promote and develop students' communication and interpersonal skills;
- o application of evidence and research-based knowledge, skills and understanding to real-life case materials to develop their propositional, procedural, and conditional knowledge of classroom management;
- o use of Moodle to provide extra learning material and the capacity for online discussion
- o completion of online modules, lectures, and activities

These activities will occur in a climate that is supportive and inclusive of all learners.

# 6. COURSE CONTENT AND STRUCTURE

| Week | Lecture Topic | Tutorial Topic |
|------|---------------|----------------|
| 1<br>2nd March | What is classroom management?<br><br>Apprenticeship of observation<br><br>What do effective managers do?<br><br>Styles of management<br><br>Organisation of resources, including curation of digital material | Equity cards<br><br>Micro-teaching: skill 1 – Meeting and greeting your class<br><br>Flipped classroom activity: Designing effective learning spaces (see Moodle)<br><br>Online tools for redesigning learning spaces to ensure good VAD |
| 2<br>9th March | Kounin's revelations about teacher-student interactions<br><br>Proactive classroom management – antecedent strategies<br><br>Increasing active engagement in learning for all through no and low –tech and ICT | Applying Kounin's variables<br><br>Jigsaw cooperative group strategy<br><br>Micro-teaching: skill 2 - Cue to start |
| 3<br>16th March | Instructional classroom management – the nexus between learning and behaviour | Applying Bloom's Taxonomy to a problematic scenario |

| | | |
|---|---|---|
| | Blooms Taxonomy – why good questions matter<br><br>Collaborative learning: face-to-face and online | Micro-teaching: skill 3 – The incomplete sentence<br><br>Assessment Task 1 Q&A |
| 4<br><br>23rd March | Introduction to Positive Behaviour Supports: A whole-school approach<br><br>Universal intervention strategies<br><br>Expectations, rules, routines, procedures | Expectations – why you need them<br><br>Forming rules from expectations<br><br>Micro-teaching: skill 4 – Giving clear behavioural instructions based on your rules/routines |
| 5<br><br>30th March | Good Friday<br><br>Public Holiday<br><br>Online Lecture Activity<br><br>See Moodle Week 5<br><br>Understanding The Acting-Out Cycle: Iris Peabody Module | Good Friday<br><br>Public Holiday<br><br>Online Microsoft Education Courses<br><br>See Moodle Week 5<br><br>21st Century Learning Design<br><br>Course 7 & 8 |
| 30th March – Sunday 8th of April | Mid-semester Break | |
| 6<br><br>13th April | Developing classroom and school climate through building positive relationships: why rapport matters between teacher and student, and student-student<br><br>Social emotional skill development<br><br>The responsible use of ICT | Effective communication with parents and caregivers from English speaking and EAL/D (including Aboriginal) backgrounds<br><br>Flipped classroom activity and Micro-teaching: skill 5– practicing LAFF don't CRY active listening with parents/carers |
| 7<br><br>20th April | Consequences – encouraging positive behaviour<br><br>Use of acknowledgement, praise, encouragement – what do students want?<br><br>Culturally responsive acknowledgement | Individual and group contingencies to promote appropriate behaviour<br><br>Micro-teaching: skill 6 - How to give personal praise and collective praise |
| 8<br><br>27th April | Consequences – responding to low level disruptive behaviours of all students in inclusive classrooms: proximity, non-verbal gestures and non-confrontational prompts<br><br>Culturally responsive redirection | Micro-teaching: skill 7 – Redirection group prompts<br><br>Prep activities for Week 9 Tutorial – topic assignment for first responses |
| 9<br><br>4th May | Responding to more severe behavior – most intrusive strategies<br><br>Respectful exits<br><br>Whole school approaches to managing students displaying challenging | First responses to challenging, non-compliant or aggressive student behaviours<br><br>Micro-teaching: skill 8 – Giving warning and choice statements |

| | | |
|---|---|---|
| | behaviours – who can I get assistance from? | Policies and resources to support positive learning environments |
| 10<br>11th May | Supporting students with special education needs exhibiting inappropriate behaviours<br><br>The link between literacy and/or numeracy difficulties and misbehaviour<br><br>Working with your ST's behaviour management style: Some advice. | Crisis management plans<br><br>In class Q&A for your CMP task – bring your most pressing questions to the tut<br><br>Time to complete the MyExperience survey |

## 7. RESOURCES

Please see Moodle 'Weekly Content' section for your weekly reading schedule

### *Required Readings*

The prescribed text for this course is:

Emmer, E. T., & Evertson, C. M. (2013). *Classroom management for middle and high school teachers* (9th ed.). Upper Saddle River, NJ: Pearson.

In the HUC or available for purchase from the UNSW bookshop as a hardcopy in limited supply for +$100

or, as an e-version for $55.00 from Pearson by clicking this link here.

You can also copy and paste this url into your browser to purchase the e-text:

www.pearson.com.au/9780133558555

### *Highly Recommended*

Lane, L.L., Menzies, H. M., Bruhn, A. L., & Crnobori, M. (2010)*. Managing challenging behaviors in schools. Research-based strategies that work*. New York: Guilford Press.

Rogers. B. (2011). *Classroom behaviour. A guide practical to effective teaching, behaviour management and colleague support*. London, UK: Sage.

Scott, T. M., Anderson, C. M., & Alter, P. (2012). *Managing classroom behaviour using positive behaviour supports*. Upper Saddle River, NJ: Pearson.

Copies of these texts are available in the library HUC: & **371.1024/125**

E-readings can be located by searching EDST4084 in the library search bar – visit http://www.library.unsw.edu.au

**8. ASSESSMENT**

| Assessment Task | Length | Weight | Learning Outcomes Assessed | AITSL Standards | National Priority Area Elaborations | Due Date |
|---|---|---|---|---|---|---|
| Assessment 1 Student Wellbeing Journal Entries | 1250 words | 20% | 2,4,5 | 1.3, 4.4, 4.5 | A5,6 B1,2,4,5,8,9,10 C14 E2,3,5, F3,9,10 | 5pm Monday 19th March |
| Assessment 2 Problem Solving Exercise | 2000 words | 40% | 2,4,5 | 4.1, 4.3 | B1,2,3,5,8,10 | 5pm Monday 9th April |
| Assessment 3 Classroom Management Plan | 2500 words | 40% | 1,2,3,4,5 | 1.3, 1.4, 1.5, 2.6, 3.2, 3.3, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5 | A4,5,6 B1,3,4,5,6,8,9,10 D2,4,9 E2,4,9 F4,8,10 | 5pm Monday 14th May |

*Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted **online via Moodle (Turnitin) by 5pm**. Students no longer need to use a cover sheet. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.*

**Assessment Details**

**Assessment 1 – Reflective Responses to Student Wellbeing Hub Modules (20%)**

| Online Modules | Introduction: Module 1: The safety net- the National Safe Schools Framework; Module 2: We're all in this together; and Module 3: I'm ok, you're ok. |
|---|---|

To meet, in part, a number of graduate teacher standards, you will be expected to complete several of the online pre-service teacher modules located at the Student Wellbeing Hub located at https://pplm.studentwellbeinghub.edu.au/Register/

Please register in Week 1, as we strongly urge you to complete your first two Modules (Introduction and 1) by **Sunday the 4th of March**, and Modules 2 and 3 by the **end of Week 3**. It is an expectation that you will complete the activities, surveys, readings recommended for each module (see list below). Please save your journal work as you go into the journal space they provide.

You will be assessed on five (5) of your reflective journal entries. Each entry must be 250 words in length. You will be required to copy and paste your saved journal entries to the Word doc template supplied in Moodle, and then to the Turnitin space in Moodle by the due date and time.

If you choose to complete the other 3 modules, you will also be able to obtain a certificate of completion that you can put in your teaching portfolio that will be useful for accreditation. The choice is yours to complete the remaining 3 modules.

**Assessment 2 – Problem solving exercise (40%)**
You will view two classroom management scenes that show two very different teachers establishing their expectations, routines, and relationship with their high school classes on Week 1, Day 1.

1. What main problems were they trying to avoid by beginning their classes this way?
2. What management style did each take?
3. For first video, identify what the teacher does to proactively:

a)  manage the students' entry into the classroom
b)  settle the class once all the students are inside
c)  establish expectations
d)  teach routines
e)  build rapport

and reactively

f)  to redirect minor inappropriate behaviours?

4. Finally, briefly state which approach you preferred and why.

For each of the above teacher-actions above in Q3 a-f must: a) name/describe the strategy/ies they used, b) make a connection to a relevant prescribed reading (weeks 1-5). See Moodle 'Assessment Task Information and Resources' folder for more information on how to complete the task and links to the video clips and resources to assist you in completing this task successfully.

**Assessment 3 – Classroom Management Plan (CMP) (40%)**

Your CMP will consist of 3 parts - Philosophy, Theory, and Practice.

Within the **Philosophy section**, students will include;

a) your personal beliefs (philosophy) about the nature of student misbehaviour (what can cause students to misbehave in classrooms) – one paragraph

b) your personal beliefs about what your role of the teacher as classroom manager should be (consider the broader definition of classroom management here – week 1 lecture…)

Recommended length for this Philosophy section = around 1 page.

Within the T**heory section**, students will include;

a) theory/theorists or central tenets/key concepts raised in the course that underpin your classroom management philosophy and will guide your management practices - you should make explicit links to specific lectures, tutorials, or prescribed readings.

Recommended length for this Philosophy section = around 1-2 pages.

In the **Practice section**, students will;

a) create a CMP following the scaffold provided in the CMP folder in the 'Assessment Task Information and Resources' folder in Moodle

To avoid omitting any essential components, you are strongly advised to follow the scaffold and present your CMP in the order suggested.

Recommended length: This section forms the bulk of your assessment task and is where most of your words should be allocated.

**Feedback**

| Assessment Task | Feedback Mechanism | Feedback Date |
|---|---|---|
| *One: Reflective journal entries* | | |
| *Two: PSE* | *Written via Turnitin* | *10 days from due date* |
| *Three: CMP* | | |
| *Four: ICT Task* | | |

Assessment Task: **Student Wellbeing Hub Modules Journal Entries**

| SPECIFIC CRITERIA | (-) —————————→ (+) | | | | |
|---|---|---|---|---|---|
| Understanding of the question or issue and the key concepts involved<br>• understanding of the task and its relationship to relevant areas of theory, research and practice<br>• clarity and accuracy in use of key terms and concepts in classroom and behaviour management in journal entries | | | | | |
| Depth of analysis and/or critique in response to the task<br><br>• depth of understanding and analysis of key classroom management principles, concepts, and theories raised during the modules | | | | | |
| Familiarity with and relevance of professional and/or research literature used to support response<br>• ability to support journal entry by reference to clips or readings in the modules | | | | | |
| Structure and organization of response<br>• clarity and coherence of ideas in the journal entry | | | | | |
| Presentation of response according to appropriate academic and linguistic conventions<br>• clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation<br>• word length is within the 10% of the allowed limit | | | | | |

**GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME:**

**Lecturer:** **Date:**

**Recommended:** **/20** **(FL PS CR DN HD)** **Weighting: 20%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

Assessment Task: **Problem Solving Exercise**

| SPECIFIC CRITERIA | (-) ――――――― ➤ (+) | | | | |
|---|---|---|---|---|---|
| Understanding of the question or issue and the key concepts involved<br>• understanding of the task and its relationship to relevant areas of theory, research and practice<br>• clarity and accuracy in use of key terms and concepts in classroom and behaviour management | | | | | |
| Depth of analysis and/or critique in response to the task<br><br>• depth of analysis of the videos for strategies (what and how)<br><br>• depth of understanding of key classroom and behaviour management principles, concepts and issues explicitly raised in your **prescribed readings** | | | | | |
| Familiarity with and relevance of professional and/or research literature used to support response<br>• range of quality research and professional literature on behaviour/classroom management included (variety of journals)<br>• currency (2007+) and relevancy of selected articles | | | | | |
| Structure and organization of response<br>• appropriateness of overall structure and organisation of response | | | | | |
| Presentation of response according to appropriate academic and linguistic conventions<br>• accuracy of citing references using APA (6th ed.)<br>• clarity and appropriateness of sentence structure, vocabulary use, spelling, and punctuation<br>• word length is within 10% of the allowed limit | | | | | |

**GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME**




**Lecturer:**                                        **Date:**

**Recommended:**        **/20**      (FL  PS  CR  DN  HD)      **Weighting: 40%**


NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

Assessment Task: **Classroom Management Plan**

| SPECIFIC CRITERIA | (-) ⟶ (+) | | | | |
|---|---|---|---|---|---|
| Understanding of the question or issue and the key concepts involved<br>• understanding of the task and its relationship to relevant areas of theory, research and practice<br>• clarity and accuracy in use of key terms and concepts in classroom and behaviour management | | | | | |
| Depth of analysis and/or critique in response to the task<br><br>• depth of understanding of key classroom management principles, concepts and theories explicitly raised during the course and in your readings<br>• depth of analysis of your personal management philosophy<br>• depth of analysis of theories that underpin your philosophy<br>• clarity and depth of actual classroom management plan | | | | | |
| Familiarity with and relevance of professional and/or research literature used to support response<br>• range of personally located research and literature on classroom management to support CMP strategies and approaches<br>• ability to support CMP by citing literature from prescribed readings where relevant | | | | | |
| Structure and organization of response<br>• appropriateness of overall structure of response (correctly sequenced as per scaffold)<br>• clarity and coherence of organisation, including use of section headings, sub-headings to enhance readability | | | | | |
| Presentation of response according to appropriate academic and linguistic conventions<br>• clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references using APA (6th ed.)<br>• clarity and consistency in presenting and **referring to tables, figures or diagrams**<br>• clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation<br>• word length is within the 10% of the allowed limit | | | | | |

**GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME:**

**Lecturer:** **Date:**

**Recommended:** **/20** **(FL PS CR DN HD)** **Weighting: 40%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**