UNSW SYDNEY **Arts & Social Sciences**

School of Education

EDST5133 Creating Engaging Learning Environments

Term 1, 2019

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 Bedegal 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
   EDST 5133 Creating Engaging Learning Environments (6 units of credit)
   Term 1, 2019

2. **STAFF CONTACT DETAILS**

   Course Coordinator: Terry Cumming
   Office Location: John Goodsell 129
   Email: t.cumming@unsw.edu.au
   Phone: 9385 1944
   Availability: By appointment

3. **COURSE DETAILS**

Course Name	EDST5133 Creating Engaging Learning Environments
Credit Points	6 units of credit (6 uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_T1.html

SUMMARY OF COURSE

This course will draw on a variety of theoretical and practical perspectives, principles and research to provide pre-service teachers with a depth and breadth of knowledge that will enable professional decision-making and practice in establishing classroom management through positive behavioural support and ensuring student engagement in learning in K-12 classrooms through a variety of tools, including the use of digital literacies.

THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK:
- The Microsoft sponsored online module on ICT classroom use has been removed and replaced with a section on managing classroom ICT in a lecture and tutorial session.

IMPORTANT INFORMATION

Assessment: Students must pass ALL assessments to pass the course. Only by passing all assessments can the AITSL Professional Graduate Teaching Standards be achieved.

Attendance: It is expected that any student enrolled in an EDST course with the School of Education will make a commitment to their learning and attend all classes in full where content is delivered in a face-to-face mode except in certain circumstances where absence is due to illness, misadventure or unforeseen circumstances beyond the student's control. A minimum attendance requirement of 80% is required for each course. In certain circumstances, a student may miss up to 20% of a course without formal documentation and up to 33% of a course with formal documentation (sent via email to course convenor) providing all the requirements detailed below are met. Students not meeting the attendance requirements outlined above will be awarded an Unsatisfactory Fail (UF) for that course regardless of their performance in the assessment tasks or other requirements for the course.

Please note the following attendance expectations, requirements, and consequences:
- A minimum attendance requirement of 80% of all scheduled classes (i.1. lectures, tutorials, workshops, seminars) for the subject in which you are enrolled is required by UNSW
- Attendance in person is the only option for tutorials, seminars, and workshops.
- Where attendance is recorded for a scheduled class (i.e. lectures, tutorials, workshops, seminars) either by electronic means or via an attendance register it is the responsibility of the student to make sure they successfully record their attendance by providing all the details required.

It is the responsibility of the student to catch up on any learning missed due to absences.

The School of Education upholds the UNSW attendance policy and is in accordance with the Arts and Social Sciences

guidelines and expectations. UNSW policy on Attendance and Absence that can be found at:
https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/#attendanceguidelines

STUDENT LEARNING OUTCOMES

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

AITSL PROFESSIONAL GRADUATE TEACHER STANDARDS

Standard		Assessment/s
1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning	2,3
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	1,2,3
3.2	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies	3
4.1	Identify strategies to support inclusive student participation and engagement in classroom activities	1, 3
4.2	Demonstrate the capacity to organise classroom activities and provide clear directions.	2,3
4.3	Demonstrate knowledge of practical approaches to manage challenging behaviour.	1,2,3
4.4	Describe strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements.	1,2,3
4.5	Use ICT safely, responsibly and ethically	1, 2, 3
7.3	Understand strategies for working effectively, sensitively and confidentially with parents/carers	2

NATIONAL PRIORITY AREA ELABORATIONS

Priority area		Assessment/s
A. Aboriginal and Torres Strait Islander Education	5, 6	2,3
B. Classroom Management	1, 2, 3, 5, 8, 9,10	1, 2, 3
C. Information and Communication Technologies	1, 2, 3, 5, 8, 9, 10, 12, 14	2,3
D. Literacy and Numeracy	2	1, 2
E. Students with Special Educational Needs	2, 3, 5	2, 3
F. Teaching Students from Non-English Speaking Backgrounds	3, 9, 10	1, 2, 3

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 learning among students. This course is included to enable students to develop an understanding of the theory and practice of classroom interaction and culture that will enhance teachers' effectiveness in engaging students in productive learning from K-12.

By developing informed, reflective practitioners, classroom teachers will be equipped with the classroom design and management tools needed to be able to create and maintain safe, caring and challenging learning environments in K-12 settings.

5. TEACHING STRATEGIES

- o Explicit teaching including lectures using a range of teaching strategies to foster interest and support learning;
- o structured occasions for reflection on learning to allow students to reflect critically on issues discussed;
- o extensive opportunities for small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate, to question and to problem solve

o use of Moodle and discussion tools to provide extra learning material and the capacity for online discussion

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

6. COURSE CONTENT AND STRUCTURE

Module	Lecture Topic	Tutorial Topic
1	A discussion of broad educational theories and philosophies. Why they are important to practitioners. How to build an educational and classroom management philosophy grounded in theory and evidence. Reading: Chapter 1 & 6 of DeNobile text.	Classroom management theories, practical applications. What do the ideal teacher and classroom look, sound, and feel like?
2	Creating and sustaining an effective school-wide behaviour system. Unlike a behaviour plan or program, the emphasis of a behaviour *system* is on preventing problems and providing a comprehensive, consistent structure. How these systems differ across primary and secondary schools. An example of one model and how it can be used to form a philosophy as well as an evidence-based system. Positive Learning Framework Reading: Chapter 7 & 8 of DeNobile text	Developing rules, routines and procedures, collecting behavioural data.
3	Culturally responsive behaviour management. How to include students who identify as ethnically diverse, migrant, refugee, indigenous, LGBTI, as well as those involved in the out of home care and juvenile justice systems. Involving CALD parents and families. Reading: Chapter 3 & 9 of DeNobile text	Evidence based practices, stories from the field
4	Quality of teacher-student relationships and school-home communication. Underpinning values –ethics of care (care for learners/care about learning). Establishing a positive classroom climate/ethos. Role of teacher communication/discourse in expressing/constituting cooperative student relations. Building positive relationships- understanding childhood and adolescence, knowing your students. Dr. Richard LaVoie's take on communication with students Reading: Chapter 2 of DeNobile text	Think Pair Share: how to establish a positive climate; communication activity
5	Curriculum, assessment, and pedagogy. Understanding that meeting key student academic needs significantly increases student motivation, learning, and on-task behaviour. Developing methods for ensuring these needs are met within your classroom. Bullying. Professional Reflexivity. Reading: Chapters 5 of DeNobile text	Best practices (Bloom's Taxonomy)

6	Social and pedagogical implications of ICT on personalised and group learning. Ethical use of and access to reputable material, and curation. Staying safe online, cyberbullying, plagiarism, privacy. Critically evaluating, retrieving, manipulating and managing the information from a range of digital sources, including social media Reading: See readings on LMS system	Exploring the digital environment- How prepared are you? Students will explore strategies for effective and responsible integration of digital technology into their pedagogy to support differentiated student-centred learning.
7	Supporting students with autism, intellectual disability and emotional and behavioural disabilities in the inclusive K-12 classroom settings. Video: F.A.T. City Workshop Reading: See readings on LMS system	Accommodations for diverse populations
8	Responding to students in regard to the escalation cycle. Tier 3 behavioural interventions. Iris Peabody Online training http://iris.peabody.vanderbilt.edu/module/beh1/challenge/#content http://iris.peabody.vanderbilt.edu/module/bi1/challenge/#content Reading: Preventing Meltdowns article on Moodle **This is an attendance requirement.** Submit the answers to the assessment questions from both modules (a total of 11 questions) to the online assessment box.	
9	Understanding the place and significance of classroom organisation in the development of best practice classroom management plans. Analysing classroom organisation strategies to identify their theoretical underpinnings. Recognising and appreciating a diversity of classroom organisation strategies. Reading: Chapter 4 of DeNobile text.	Strategies for specific behaviours, how to work these into a management plan
10	Classroom management and prevention; management in practice. Reading: Chapter 10 of DeNobile text.	Individual and group reflection regarding personal limits; how to keep self-happy
11	**Online Modules** Teacher and student wellbeing Managing bullying Creating culturally responsive classrooms	Student Well Being Journals

7. RESOURCES

Required Readings

De Nobile, J., Lyons, G., & Arthur-Kelly, M. (2017). Positive learning environments: Creating and maintaining productive classrooms. Melbourne: Cengage Learning.

Further Readings

Readings posted on the course's LMS.

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	National Elaborations Assessed	Due Date
Assessment 1 Evidence Based Practice Guide	3,000 words	50%	1,2,4,5	1.3,1.4,1.5, 1.6, 2.3, 2.6, 3.1, 3.7, 4.1, 4.2, 4.5, 7.3	B1,3,9,10 C3, 5 D2 F10	Week 4
Assessment 2 Classroom Management Plan	3,000 words	50%	2,3,4	1.3,1.4,1.5, 2.3, 2.6, 3.1, 4.1, 4.2, 4.5	A1,5 B1,2,5,8,9 C3, 10, 14 D2 E2,3	Week 10
Assessment 3 Student Wellbeing Journal*	~1000 words	Hurdle Requirement	2, 4, 5	1.1, 1.3, 3.2, 4.1, 4.2, 4.3, 4.4, 4.5	A5,6 B1,2,4,5,8,9,10 C14 E2,3,5, F3,9,10	Week 11

* The Student Wellbeing modules can be completed prior to the course to avoid last minute panic at the end of the semester.

Assessment 1 – Evidence based practice guide (50%)

Create a behaviour management guide for beginning teachers at either the primary or high school level. Choose three evidence-based practices from the list given. Research to find a journal article that supports the use of each one.

These articles should be current (within the past ten years) and from a peer-reviewed journal. Use the information in the article to complete the matrix, that will be the body of the guide. Begin the guide with an introduction that describes the importance of having a solid knowledge base of research-based behaviour management strategies and interventions.

The practices should be well-aligned with each other and a particular philosophy, and be appropriate for the stage of the population you will be teaching.

The evidence you provide should be from journal articles from the last ten years. These should be referenced using APA style. Articles must be sourced from high-quality peer-reviewed journals. You should include a minimum of ten (10) citations.

Assessment 2 – Classroom Management Plan (50%)

This will consist of three parts-Philosophy, Theory, and Practice. Within the Philosophy section, students will include their personal beliefs about the nature of student misbehaviour and their beliefs about the role of the teacher as manager in the classroom. In the theory section, students will include

which theorists their beliefs most closely align with, and a brief description of the central tenets of the chosen theorists. In the practice section, students will include: rules, codes of conduct, class motto, curriculum and pedagogy, lesson planning, procedures and routines, technology use and management, and emergency plans for inclusive classroom management. Please refer to the proforma at the end of this course outline.

Assessment 3 – Student Wellbeing Hub Modules (Hurdle requirement)

Online Modules	Resilient and inclusive classrooms
	Online safety
	Alcohol and other drugs

To meet, in part, a number of graduate teacher standards, you will be expected to complete the online pre-service teacher modules located at the Student Wellbeing Hub located at
https://studentwellbeinghub.edu.au/educators/australian-student-wellbeing-framework#/

Please upload your certificates to the turnitin box on the course's LMS website.

All Modules must be completed, as this and all tasks are hurdle requirements.

Submission of assessments

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. 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.

Students are expected to read the assigned readings, attend lectures, and attend at least 80% of the tutorials.

Student Name: Student No.:

Assessment task: Evidence Based Practice Guide

SPECIFIC CRITERIA	(-) ➤ (+)				
Understanding of the question or issue and the key concepts involved • understanding of the task and its relationship to relevant areas of theory, research and practice • clarity and accuracy in use of key terms and concepts in behaviour management					
Depth of analysis and/or critique in response to the task • depth of understanding of key behaviour management principles, concepts and issues explicitly raised during the course and in your follow-up readings. • Clear, detailed description of each practice • Depth of research support for each practice • Strategies are age-appropriate for the given population.					
Familiarity with and relevance of professional and/or research literature used to support response • range of research and professional literature on behaviour/classroom management; • resources are current and relevant					
Structure and organization of response • appropriateness of overall structure of response • clarity and coherence of organisation, including use of numbering, referencing					
Presentation of response according to appropriate academic and linguistic conventions • clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references (use of APA 6th ed.) • clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Tutor: **Date:**

Recommended: /20   (FL PS CR DN   HD)   Weighting: 50 %

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.**

Student Name: Student No.:

Assessment task: Classroom Management Plan

SPECIFIC CRITERIA	(-) ➤ (+)				
Understanding of the question or issue and the key concepts involved • understanding of the task and its relationship to relevant areas of theory, research and practice • clarity and accuracy in use of key terms and concepts in Classroom Management					
Depth of analysis and/or critique in response to the task • depth of understanding of key behaviour and management principles, concepts and theories explicitly raised during the course and in your follow up readings. • depth of analysis of personal management philosophy • depth of analysis of theories/systems that underpin this philosophy • clarity and depth of actual classroom management plan					
Familiarity with and relevance of professional and/or research literature used to support response • range of research and theories on classroom management to support response					
Structure and organization of response • appropriateness of overall structure of response • clarity and coherence of organisation, including use of section headings and summaries to enhance readability.					
Presentation of response according to appropriate academic and linguistic conventions • clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references (use of APA 6th ed.) • clarity and consistency in presenting tables and diagrams • clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME 					

Lecturer: **Date:**

Recommended: /20   (FL PS CR DN HD)   Weighting: 50 %

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.**

PROFORMA FOR THE CLASSROOM MANAGEMENT PLAN

PART 1: Philosophy

My beliefs and assumptions on:

- the nature of children

- how children learn

- causes of behaviour

- outcome and intention of discipline interventions

- degree of control or coercion that is desirable

- potential for students to be self-managing

- role of the teacher

- place of instruction.

PART 2: Theory

In relation to your philosophy:

- what broad grouping of theories best suits you (laissez-faire, interventionist,

leadership and so on)

- key elements of existing CM theories support your philosophy.

PART 3: Practice

BEHAVIOURAL EXPECTATIONS

- Are they observable, measurable, positively stated with no question about meaning?
- Do they coincide with school-wide expectations?
- Procedures for teaching the expectations: how and when will they be taught?

CLASSROOM ARRANGEMENT

- How the classroom can be arranged to most effectively promote learning and positive behaviour.
- Describe the climate of your classroom

STUDENT ROUTINES/PROCEDURES

- Entering class
- Requesting assistance
- Passing out/in papers
- Marking papers
- Working with peers
- Transitions
- Class dismissal

TEACHER ROUTINES/PROCEDURES

- Greeting students
- Beginning instruction
- Signaling for attention
- Giving directions
- Providing feedback
- Marking

MANAGEMENT OF DIGITAL LEARNING AND EQUIPMENT

- How will technology be incorporated into your teaching?
- How will technology be incorporated into student learning
- BYOD?
- How will devices be managed?
    - Include how you will manage student use of personal devices such as mobile phones

INSTRUCTIONAL PLANNING

- What lesson plan format will you use?
- What instructional techniques will you employ?
- Describe parent communication that you plan to use
- How will you work with students with diverse abilities?
- How will you work with students from diverse backgrounds (Indigenous, ELL, etc.)

PROCEDURES FOR ENCOURAGING POSITIVE BEHAVIOUR

- Whole group
- Individually

PROCEDURES FOR DISCOURAGING PROBLEM BEHAVIOUR

- Consequences for not following rules/expectations

EMERGENCY PROCEDURES FOR SEVERE BEHAVIOUR

- Plan for continuum of severe behaviours