School of Education

EDST4084
Managing the Classroom

Term 1 2021

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, Design & Architecture
School of Education
EDST4084 Managing the Classroom (6 units of credit)
Term 1 2021

2. STAFF CONTACT DETAILS

Course Coordinator: Dr Joanne Danker
Office Location: G42, Morven Brown Building
Email: j.danker@unsw.edu.au
Availability: Email to make an appointment

3. COURSE DETAILS

Course Name	Managing the Classroom
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_T1.html#EDST4084T1

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.

THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK:

- Minor adjustments to assessment tasks.

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.

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard	
1.3.1	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds
1.4.1	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
1.5.1	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities
2.6.1	Information and Communication Technology
3.3.1	Include a range of teaching strategies
3.5.1	Use effective classroom communication
3.7.1	Describe a broad range of strategies for involving parents/carers in the educative process
4.1.1	Identify strategies to support inclusive student participation and engagement in classroom activities
4.2.1	Demonstrate the capacity to organise classroom activities and provide clear directions.
4.3.1	Demonstrate knowledge of practical approaches to manage challenging behaviour.
4.4.1	Describe strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements
4.5.1	Demonstrate an understanding of relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching
7.3.1	Engage with the parents/carers

NATIONAL PRIORITY AREA ELABORATIONS

Priority area	Present in lecture/tutorial weeks
A. Aboriginal and Torres Strait Islander Education	5, 6, 7, Online modules
B. Classroom Management	1, 2, 3, 4, 5, 6, 7, 8, 9,10
C. Information and Communication Technologies	2, 3, 4
D. Literacy and Numeracy	2, 10
E. Students with Special Educational Needs	2, 3, 5, 8, 9,10
F. 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

- explicit teaching via lectures, including the use of multi-media to foster interest and support student knowledge, skills and understanding;
- structured occasions for critical reflection on learning from issues discussed, promoting connection of new learning to existing schema;
- 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;
- 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;
- use of Moodle to provide extra learning material and the capacity for online discussion;
- and the completion of online modules and activities equivalent to 6 hours

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

6. COURSE CONTENT AND STRUCTURE

Module	Topics
1	**Lecture** What is classroom management? Apprenticeship of observation. What do effective managers do? Styles of management. **Tutorial** Flipped classroom activity: Designing ideal learning spaces (see Moodle). Equity cards. Micro-teaching: skill 1 – Meeting and greeting your class.
2	**Lecture** Kounin's revelations about teacher-student interactions. Proactive classroom management – antecedent strategies. Safe and effective use and management of ICT in the classroom. **Tutorial** Applying Kounin's variables. Micro-teaching: skill 2 - Cue to start. Policies and resources to support positive learning environments. **Assessment 1 Student Wellbeing Modules Due: Friday 26th February**
3	**Lecture** Instructional classroom management – the nexus between learning and behaviour. Blooms Taxonomy – why good questions and activities matter. Cooperative learning. **Tutorial** Bloom's Taxonomy. Micro-teaching: skill 3 – The incomplete sentence.
4	**Lecture** Introduction to Positive Behaviour Supports: A whole-school approach. Universal intervention strategies. Expectations, rules, routines, procedures. **Tutorials** Expectations. Forming rules, routines and procedures. Micro-teaching: skill 4 – Giving clear behavioural instructions.
5	**Lecture** Developing positive classroom climate, culture and school connectedness. Social emotional skill development. School connectedness and bullying prevention. **Tutorial** Effective communication with parents including from EALD backgrounds (including Aboriginal). Flipped classroom activity and Micro-teaching: skill 5 – LAFF don't CRY active listening with parents/carers (see Moodle). **Assessment 2 Due: Friday 19th March by 5pm**
6	Flex Week
7	**Lecture** Consequences – encouraging *positive* behaviour.

	Tutorial
	Individual and group contingencies to promote appropriate behaviour.
8	**Easter Monday Public Holiday**
	In lieu of the live Monday Lecture, please complete the Moodle Book activities.
	Consequences – responding to low level disruptive behaviours of all students in inclusive classrooms. Least to moderately intrusive strategies. Culturally responsive redirection and management considerations.
	Tutorial
	Micro-teaching: skill 7 – Redirection group prompts. CMP Assessment task questions. Classroom management philosophy.
9	**Lecture**
	Flipped Classroom Activities on the Acting-Out Cycle. Most intrusive strategies. Respectful exits
	The Acting-Out Cycle – complete this module before attending the lecture: https://iris.peabody.vanderbilt.edu/module/bi1/#content
	Tutorial
	Micro-teaching: skill 8 – Warning and choice statements. Responses to challenging behaviours.
10	**Lecture**
	Supporting students with special needs in the inclusive classroom. Whole school, trauma-informed approaches to managing challenging behaviours.
	Tutorial
	Developing a crisis management plan. MyExperience.
11	**Assessment 3 Due: Monday 26th April by 5pm**

7. RESOURCES

See Moodle for additional resources to extend your knowledge and understanding, as well as resources for use in your classroom.

Course Readings

The prescribed text for this course is:

Emmer, E. T., & Evertson, C. M. (2017). *Classroom management for middle and high school teachers* (10th ed.). Upper Saddle River, NJ: Pearson.

NOTE: this is an ebook. Pearson will not be releasing a hardcopy version in Australia at this time. To purchase the ebook (~ $55), please click on the link **here**

The 9th edition is available in hardcopy for purchase from the UNSW bookshop as a hardcopy in limited supply for +$100.

Weekly readings are located by clicking on the leganto link in Moodle

Useful website

https://www.weareteachers.com/50-tips-and-tricks-high-school/

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Australian Professional Standards Assessed	National Priority Area Elaborations Assessed	Due Date
Assessment 1: Student Wellbeing Reflective Responses	1250 words	20%	2,4,5	1.3.1, 4.4.1, 4.5.1	A5,6 B1,2,4,5,8,9,10 C14 E2,3,5, F3,9,10	Friday 26th Feb by 5pm
Assessment 2: Problem Solving Exercise	2000 words	40%	2,4,5	4.1.1, 4.3.1	B1,2,3,5,8,10	Friday 19th March by 5pm
Assessment 3: Classroom Management Plan	2500 words	40%	1,2,3,4,5	1.3.1, 1.4.1, 1.5.1, 2.6.1, 3.3.1, 3.7.1, 4.1.1, 4.2.1, 4.3.1, 4.4.1, 4.5.1	A4,5,6 B1,3,4,5,6,8,9,10 D2,4,9 E2,4,9 F4,8,10	Monday 26th April by 5pm

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. https://education.arts.unsw.edu.au/students/courses/course-outlines/

Assessment Details

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

Online Modules	Modules 1 and 2

To meet, in part, a number of graduate teacher standards, you will be expected to complete the two online learning modules on the Australian Student Wellbeing Framework located within the Student Wellbeing Hub at https://studentwellbeinghub.edu.au/educators/professional-learning-courses/?courseType=pre-service

Once you have created an account, you will need to complete the 2 pre-service teacher modules -

Background to the Australian Student Wellbeing Framework
https://learn.studentwellbeinghub.edu.au/course/view.php?id=33

and

Engaging with the Australian Student Wellbeing Framework

https://learn.studentwellbeinghub.edu.au/course/view.php?id=34

Module 1 takes about one hour to complete, Module 2 is a bit longer as you will get to know more about each of the five sections of the Framework. You can download the journal they supply and use it to record your responses if you like. A Word version of the journal template is also provided for you in Moodle.

Please register at the start of Week 1 or sooner, as we strongly you need to complete the 2 Modules by **the end of Week 2**. It is an expectation that you will complete the activities, quizzes, and readings recommended for each module.

You will be assessed on five (5) reflective responses to the material covered in the modules. Each response must be about 250 words in length. You will be **required** to submit your entries using the Word doc template supplied in Moodle, and then upload it to the Turnitin space in Moodle by the due date and time. The template includes the stimulus questions for your reflective responses.

When you complete the modules, you will be able to obtain a certificate of completion that you can put in your teaching portfolio that will be useful for accreditation.

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.

You will analyse how both teachers manage their first meetings with their classes and establish their expectations and routines. You will refelect upon the management style they use, and state which approach you prefer and why. Your responses will be supported by making connections to the prescribed readings and course content delivered in the first four weeks of the course. You must refer to Moodle for the videos to analyse, analysis guide, response template, and more details.

Assessment 3 – Classroom management plan (CMP) (40%)

You will create a CMP that has 3 parts - Philosophy, Theory, and Practice.

You will state your personal beliefs (philosophy) about the nature of student misbehaviour and your personal beliefs about what your role of the teacher as classroom manager should be. You will then briefly discuss what theory/theorists or central tenets/key concepts raised in the course underpin your classroom management philosophy and will guide your management practices. You will then detail how you will organise your classroom to promote engagement and appropriate behaviour, your rules, routines, procedures, consequences, approaches to learner diversity, and responses to more challenging behaviours. You must refer to Moodle for this task for the template which clarifies and specifies what must be included.

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST4084 MANAGING THE CLASSROOM

Name: Student No.:

Assessment Task 1: **Student Wellbeing Hub Modules Reflective Responses**

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 and behaviour management in responses					
Depth of analysis and/or critique in response to the task depth of understanding and analysis of key principles, concepts, and theories raised during the modules					
Familiarity with and relevance of professional and/or research literature used to support response ability to support responses by reference to clips or readings in the modules					
Structure and organisation of response clarity and coherence of ideas in the response					
Presentation of response according to appropriate academic and linguistic conventions - clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation - 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.**

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST4084 MANAGING THE CLASSROOM

Name: Student No.:

Assessment Task 2: **Problem solving exercise**

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 and behaviour management					
Depth of analysis and/or critique in response to the task - depth of analysis of the videos for strategies (what and how) - 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 - range of quality research and professional literature on behaviour/classroom management included (variety of journals) - currency (2010+) and relevancy of selected literature					
Structure and organisation of response appropriateness of overall structure and organisation of response					
Presentation of response according to appropriate academic and linguistic conventions - accuracy of citing references using APA (7th ed.) - clarity and appropriateness of sentence structure, vocabulary use, spelling, and punctuation - 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.**

Name: Student No.:

Assessment Task 3: **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 and behaviour management					
Depth of analysis and/or critique in response to the task • depth of understanding of key classroom management principles, concepts and theories explicitly raised during the course and in your readings • depth of analysis of your personal management philosophy • depth of analysis of theories that underpin your philosophy • clarity and cohoerence of actual classroom management plan practices					
Familiarity with and relevance of professional and/or research literature used to support response • range of personally located research and literature on classroom management to support CMP strategies and approaches • ability to support CMP by citing literature from prescribed readings where relevant					
Structure and organisation of response • appropriateness of overall structure of response (correctly sequenced as per scaffold) • 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 • clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references using APA (7th ed.) • clarity and consistency in presenting and **referring to tables, figures, or diagrams** • clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation to convey meaning • 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.**