

# EDST4084

Managing the Classroom Environment

Term 1, 2022



## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
Ellen Lee	<a href="mailto:heemin.lee@unsw.edu.au">heemin.lee@unsw.edu.au</a>	Email to make an appointment	Morven Brown Building	

### School Contact Information

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## Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are built on Aboriginal Lands. We pay our respects to the Bidjigal and Gadigal peoples who are the Custodians of these lands. We acknowledge the Aboriginal and Torres Strait Islander peoples, the First Australians, whose lands, winds and waters we all now share, and pay respect to their unique values, and their continuing and enduring cultures which deepen and enrich the life of our nation and communities.



Image courtesy of the Office of the Pro Vice-Chancellor Indigenous [UNSW's Indigenous strategy](#)

## Course Details

### Units of Credit 6

### Workload

150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.

### Summary of the Course

Classroom management and student engagement is the number one concern of all new teachers. This course provides students with both the theoretical and practical applications of classroom management principles necessary for new teachers to make professional decisions with respect to classroom management concerns. The focus of this course is on creating an engaging classroom environment and on positive behaviour interventions and support, including the evidence-based practices crucial to effective classroom management.

### Course Learning Outcomes

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		Assessment/s
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, 3
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.	3
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.	3
2.6.1	Information and Communication Technology.	3
3.3.1	Include a range of teaching strategies.	3
3.7.1	Describe a broad range of strategies for involving parents/carers in the educative process.	3
4.1.1	Identify strategies to support inclusive student participation and engagement in classroom activities.	2, 3
4.2.1	Demonstrate the capacity to organise classroom activities and provide clear directions.	3
4.3.1	Demonstrate knowledge of practical approaches to manage challenging behaviour.	2, 3

4.4.1	Describe strategies that support students' well-being and safety working within school and/or system, curriculum, and legislative requirements.	1, 3
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.	1, 3

## National Priority Area Elaborations

	Priority area		Assessment/s
A	Aboriginal and Torres Strait Islander Education.	4-6	1, 3
B	Classroom Management.	1-6, 8-10	1, 2, 3
C	Information and Communication Technologies.	14	1
D	Literacy and Numeracy.	2, 4, 9	3
E	Students with Special Educational Needs.	2-5, 9	1, 3
F	Teaching Students from Non-English-Speaking Backgrounds.	3-4, 8-10	1, 3

## Teaching Strategies

### Rationale:

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.

### 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 the course's LMS to provide extra learning material and the capacity for online discussion
- completion of online modules, lectures, and activities

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

## Assessment

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Student Wellbeing Journal Entries	20%	25/02/2022 05:00 PM	2, 4, 5
2. Problem Solving Exercise	40%	14/03/2022 05:00 PM	2, 4, 5
3. Classroom Management Plan	40%	25/04/2022 05:00 PM	1, 2, 3, 4, 5

### Assessment 1: Student Wellbeing Journal Entries

**Due date:** 25/02/2022 05:00 PM

Task 1 - Five 250-word responses to specific journal entries from the first three modules of the Student Wellbeing Hub modules.

Students will receive written feedback within 10 working days of submission.

#### Additional details

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**

**Due date:** 14/03/2022 05:00 PM

Task 2 - Problem solving exercise - 2000 words

Students will receive written feedback within 10 working days of submission.

### **Additional details**

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 reflect 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**

**Due date:** 25/04/2022 05:00 PM

Task 3 - Classroom Management Plan - 2500 words

Students will receive written feedback within 10 working days of submission.

### **Additional details**

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.

# RUBRIC/FEEDBACK SHEET

## EDST4084 MANAGING THE CLASSROOM ENVIRONMENT

### UNSW SCHOOL OF EDUCATION

#### Assessment Task 1: Student Wellbeing Journal Entries

Specific Criteria	(-)—————>(+)				
<p><b>Understanding of the question or issue and the key concepts involved</b></p> <ul style="list-style-type: none"> <li>• understanding of the task and its relationship to relevant areas of theory, research and practice</li> <li>• clarity and accuracy in use of key terms and concepts in classroom and behaviour management in responses</li> </ul>					
<p><b>Depth of analysis and critique in response to the task</b></p> <ul style="list-style-type: none"> <li>• depth of understanding and analysis of key principles, concepts, and theories raised during the modules</li> </ul>					
<p><b>Familiarity with and relevance of professional and/or research literature used to support response</b></p> <ul style="list-style-type: none"> <li>• ability to support responses by reference to clips or readings in the modules</li> </ul>					
<p><b>Structure and organisation of response</b></p> <ul style="list-style-type: none"> <li>• clarity and coherence of ideas in the response</li> </ul>					
<p><b>Presentation of response according to appropriate academic and linguistic conventions</b></p> <ul style="list-style-type: none"> <li>• clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation</li> <li>• word length is within the 10% of the allowed limit</li> </ul>					
<p><b>General comments/recommendations for next time:</b></p>					



<b>Specific Criteria</b>	(-)—————>(+)

**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 contextualise 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.

# RUBRIC/FEEDBACK SHEET

## EDST4084 MANAGING THE CLASSROOM ENVIRONMENT

### UNSW SCHOOL OF EDUCATION

#### Assessment Task 2: Problem Solving Exercise

Specific Criteria	(-)—————>(+)				
<p><b>Understanding of the question or issue and the key concepts involved</b></p> <ul style="list-style-type: none"> <li>• understanding of the task and its relationship to relevant areas of theory, research and practice</li> <li>• clarity and accuracy in use of key terms and concepts in classroom and behaviour management</li> </ul>					
<p><b>Depth of analysis and critique in response to the task</b></p> <ul style="list-style-type: none"> <li>• depth of analysis of the videos for strategies (what and how)</li> <li>• depth of understanding of key classroom and behaviour management principles, concepts and issues explicitly raised in your <b>prescribed readings</b></li> </ul>					
<p><b>Familiarity with and relevance of professional and/or research literature used to support response</b></p> <ul style="list-style-type: none"> <li>• range of quality research and professional literature on behaviour/classroom management included (variety of journals)</li> <li>• currency (2010+) and relevancy of selected literature</li> </ul>					
<p><b>Structure and organisation of response</b></p> <ul style="list-style-type: none"> <li>• appropriateness of overall structure and organisation of response</li> </ul>					
<p><b>Presentation of response according to appropriate academic and linguistic conventions</b></p> <ul style="list-style-type: none"> <li>• accuracy of citing references using APA (7th ed.)</li> </ul>					

Specific Criteria	(-)—————>(+)				
<ul style="list-style-type: none"> <li>• clarity and appropriateness of sentence structure, vocabulary use, spelling, and punctuation</li>   <li>• word length is within 10% of the allowed limit</li> </ul>					
<b>General comments/recommendations for next time:</b>   					

**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 contextualise 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.

# RUBRIC/FEEDBACK SHEET

## EDST4084 MANAGING THE CLASSROOM ENVIRONMENT

### UNSW SCHOOL OF EDUCATION

#### Assessment Task 3: Classroom Management Plan

Specific Criteria	(-)—————>(+)				
<p><b>Understanding of the question or issue and the key concepts involved</b></p> <ul style="list-style-type: none"> <li>• understanding of the task and its relationship to relevant areas of theory, research and practice</li> <li>• clarity and accuracy in use of key terms and concepts in classroom and behaviour management</li> </ul>					
<p><b>Depth of analysis and critique in response to the task</b></p> <ul style="list-style-type: none"> <li>• depth of understanding of key classroom management principles, concepts and theories explicitly raised during the course and in your readings</li> <li>• depth of analysis of your personal management philosophy</li> <li>• depth of analysis of theories that underpin your philosophy</li> <li>• clarity and coherence of actual classroom management plan practices</li> </ul>					
<p><b>Familiarity with and relevance of professional and/or research literature used to support response</b></p> <ul style="list-style-type: none"> <li>• range of personally located research and literature on classroom management to support CMP strategies and approaches</li> <li>• ability to support CMP by citing literature from prescribed readings where relevant</li> </ul>					
<p><b>Structure and organisation of response</b></p> <ul style="list-style-type: none"> <li>• appropriateness of overall structure of response (correctly sequenced as per scaffold)</li> </ul>					

Specific Criteria	(-)—————>(+)				
<ul style="list-style-type: none"> <li>• clarity and coherence of organisation, including use of section headings, sub-headings to enhance readability</li> </ul>					
<p><b>Presentation of response according to appropriate academic and linguistic conventions</b></p> <ul style="list-style-type: none"> <li>• clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references using APA (7th ed.)</li> <li>• clarity and consistency in presenting and <b>referring to tables, figures, or diagrams</b></li> <li>• clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation to convey meaning</li> <li>• word length is within the 10% of the allowed limit</li> </ul>					
<p><b>General comments/recommendations for next time:</b></p>					

**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 contextualise 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.

# Attendance Requirements

## School of Education Attendance Requirement

The School of Education (SED) requires students meet a minimum attendance requirement of 80% of all scheduled classes (i.e. lectures, tutorials, workshops, seminars) for all courses. Attendance in person is required for tutorials, seminars, and workshops when courses are delivered in face-to-face mode. It is the responsibility of students to ensure that their attendance is recorded for the face-to-face either by electronic means or via an attendance register. Attendance in online or blended mode will be assessed through digital. Further information can be found [here](#).

## Course Schedule

[View class timetable](#)

### Timetable

Date	Type	Content
O Week: 7 February - 13 January		
Week 1: 14 February - 18 February	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.
Week 2: 21 February - 25 February	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	<b>Assessment 1 Student Wellbeing Modules Due: 25th February</b>
Week 3: 28 February - 4 March	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.
Week 4: 7 March - 11 March	Lecture	Introduction to Positive Behaviour Supports: A whole-school approach. Universal

		intervention strategies. Expectations, rules, routines, procedures.
	Tutorial	Expectations. Forming rules, routines and procedures. Micro-teaching: skill 4 – Giving clear behavioural instructions.
Week 5: 14 March - 18 March	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	<b>Assessment 2 Due: Monday 14th March by 5pm</b>
Week 6: 21 March - 25 March		
Week 7: 28 March - 1 April	Lecture	Consequences – encouraging <i>positive</i> behaviour.
	Tutorial	Individual and group contingencies to promote appropriate behaviour.
Week 8: 4 April - 8 April	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.
Week 9: 11 April - 15 April	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:  <a href="https://iris.peabody.vanderbilt.edu/module/bi1/#content">https://iris.peabody.vanderbilt.edu/module/bi1/#content</a>
	Tutorial	Micro-teaching: skill 8 – Warning and choice

		statements. Responses to challenging behaviours.
Week 10: 18 April - 22 April	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.



## Resources

### Prescribed 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:** To purchase the ebook (~ \$55), please click on the link [here](#)

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

### Useful website

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

## **Submission of Assessment Tasks**

### **Turnitin Submission**

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on [externalteltsupport@unsw.edu.au](mailto:externalteltsupport@unsw.edu.au) . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

## Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

### UNSW groups plagiarism into the following categories:

**Copying:** Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.

**Inappropriate paraphrasing:** Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

**Collusion:** Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

**Inappropriate citation:** Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

**Duplication ("self-plagiarism"):** Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

### Correct referencing practices

The [UNSW Academic Skills support](#) offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library has [the ELISE tool](#) available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study. Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

## Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided.)

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines>

## Image Credit

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## CRICOS

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