



School of Education

EDST4084  
Managing the Classroom Environment

Term 1, 2019







#### 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 peer-to-peer learning activities (including role-play, case studies, group projects, and group presentations).

## 6. COURSE CONTENT AND STRUCTURE

Module	Topics
1	<p data-bbox="325 264 424 293"><b>Lecture</b></p> <p data-bbox="325 315 1437 383">What is classroom management? Apprenticeship of observation. What do effective managers do? Styles of management.</p> <p data-bbox="325 405 424 434"><b>Tutorial</b></p> <p data-bbox="325 456 1501 519">Flipped classroom activity: Designing ideal learning spaces (see Moodle). Equity cards. Micro-teaching skills. <small>VT00 4-263 597 1547 W*BT/F1 10 Tf1 0 0 1 273.13 715.47 Tm0 g0 G[A]-7(p)6(p)6</small></p>

	<p>Consequences – responding to low level disruptive behaviours of all students in inclusive classrooms. Least to moderately intrusive strategies. Culturally responsive redirection and management considerations.</p> <p><b>Tutorial</b></p> <p>Micro-teaching: skill 7 – Redirection group prompts. CMP Assessment task questions. Classroom management philosophy.</p>
8	<p><b>Lecture</b></p> <p>Flipped Classroom Activities on the Acting-Out Cycle. Most intrusive strategies. Respectful exits</p> <p>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></p> <p><b>Tutorial</b></p> <p>Micro-teaching: skill 8 – Warning and choice statements. Responses to challenging behaviours.</p>
9	<p><b>Lecture</b></p> <p>Supporting students with special needs in the inclusive classroom. Whole school approaches to managing challenging behaviours.</p> <p><b>Tutorial</b></p> <p>Developing a crisis management plan. MyExperience.</p>
10	<p>Public Holiday - Easter Monday – No face to face classes this week.</p> <p>Online module on managing Bullying to be completed on in lieu of attendance this week to satisfy the volume of learning required. See Moodle for instructions.</p>

## 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, please click on the link [here](#)

The 9<sup>th</sup> 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 websites**

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

## 8. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	AITSL Standards	National Priority Area Elaborations	Due Date
Assessment 1 Student Wellbeing Journal Entries	1,250 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 1 <sup>st</sup> March, 2019 5pm
Assessment 2 Problem Solving Exercise	2,000 words	40%	2,4,5	4.1.1, 4.3.1	B1,2,3,5,8,10	Friday 15 <sup>th</sup> March, 2019 5pm
Assessment 3 Classroom Management Plan	2,500 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	Friday, 26 <sup>th</sup> April 2019 5pm

### Assessment Details

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

Online Modules	Introduction, Module 1, 2, and 3
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To meet, in part, a number of graduate teacher standards, you will be expected to complete several of the online learning modules located at the Student Wellbeing Hub located at <https://pplm.studentwellbeinghub.edu.au/Register/>

Please register at the start of Week 1 or sooner, as we strongly urge you to complete Modules 1 and 2 by **the end of Week 1**, and Module and 3 by the **end of Week 2**. 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



### **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 classro 0 5e

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

<b>SPECIFIC CRITERIA</b>	(-) —————> (+)				
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 journal entries					
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					

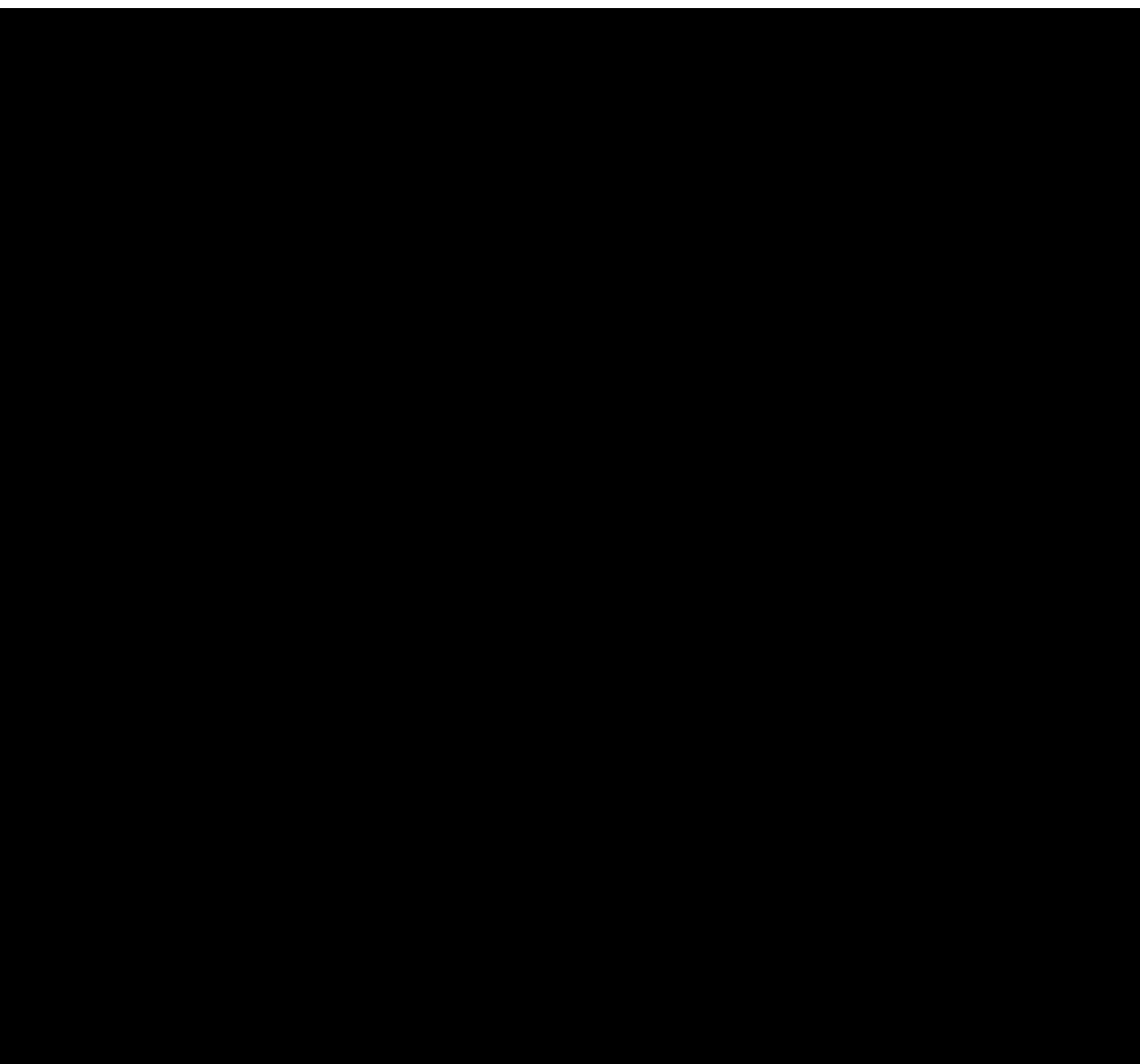
Familiarity with and relevance of professional and/or research literature used to support response

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Assessment Task: **Problem Solving Exercise**

<b>SPECIFIC CRITERIA</b>	(-) <span style="font-size: 2em;">→</span> (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> <li>&lt; understanding of the task and its relationship to relevant areas of theory, research and practice</li> <li>&lt; clarity and accuracy in use of key terms and concepts in classroom and behaviour management</li> </ul>					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> <li>&lt; depth of analysis of the videos for strategies (what and how)</li> <li>&lt; depth of understanding of key classroom and behaviour management principles, concepts and issues explicitly raised in your <b>prescribed readings</b></li> </ul>					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> <li>&lt; range of quality research and professional literature on behaviour/classroom management included (variety of journals)</li> <li>&lt; currency (2009+) and relevancy of selected literature</li> </ul>					
Structure and organisation of response <ul style="list-style-type: none"> <li>&lt; appropriateness of overall structure and organisation of response</li> </ul>					



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Assessment Task: **Classroom Management Plan**

<b>SPECIFIC CRITERIA</b>	(-) $\longrightarrow$ (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> <li>&lt; understanding of the task and its relationship to relevant areas of theory, research and practice</li> <li>&lt; clarity and accuracy in use of key terms and concepts in classroom and behaviour management</li> </ul>					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> <li>&lt; depth of understanding of key classroom management principles, concepts and theories explicitly raised during the course and in your readings</li> <li>&lt; depth of analysis of your personal management philosophy</li> <li>&lt; depth of analysis of theories that underpin your philosophy</li> <li>&lt; clarity and coherence of actual classroom management plan practices</li> </ul>					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> <li>&lt; range of personally located research and literature on classroom management to support CMP strategies and approaches</li> <li>&lt; ability to support CMP by citing literature from pr.275 reWBT/</li> </ul>					