

EDUC267: Classroom Management

Note: Lectures did not begin until week 3 due to professional experience.

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WEEK 3**CLASSROOM MANAGEMENT: DEFINITIONS AND A MODEL**CLASSROOM MANAGEMENT: DEFINED

- The actions of teachers to create a planned and organised classroom environment that supports student learning and socio-emotional needs
 - o Duchesne et al., 2013
- Teacher actions that create a learning environment that facilitates and supports active student engagement, incorporating McDonald (2013, p.20):
 - o Teacher-student relationships and expectations
 - o Instruction that encourages deep and meaningful learning
 - o Response to student needs / challenges
 - o Promotion of self-regulation and positive social skills
 - Need to trust students to help them improve.
 - o Interventions in relation to challenging behaviours
- NB: relationships and student behaviour are related to the most teacher satisfaction and the most stress.
 - o Also lack of principal and colleague support can make it even more stressful.

What is classroom management?

- The management of relationships, instruction, learning and resources in order to develop a positive learning environment through:
 - o Preventative strategies (to minimise inappropriate behaviour)
 - o Intervention strategies (to deal with challenging behaviour)
- Using a philosophy of teaching and set of skills that:
 - o Have a sound base in theory
 - o Take account of your knowledge of the students
- So that student learning and wellbeing are promoted, and students can achieve the best they possibly can.
- NB: Usually you can see aspects of a teacher's philosophy as you walk into the classroom.
- NB: Should contextualise your classroom management to the specific classes that you have.
 - o Different student cohorts.

INAPPROPRIATE BEHAVIOUR DEFINITION

- In most classrooms, student's behaviour is generally appropriate and does not present a challenge to the teacher. However, there are times when a few students whose behaviour is inappropriate causes disruption to a class.
- Behaviour that interferes with a student(s) own learning or the learning of others and/or prevents teachers from doing their job. (Merrett & Wheldall, 1990; Beaman, Wheldall & Kemp, 2007)
- Can also be called misbehaviour, undesirable b, bad b, problem b and troublesome b.

- Need to determine whether the behaviour is appropriate for the context; whether it is childhood exuberance or energy, etc.

Types of inappropriate behaviour (in textbook notes)

- Passive
 - o Vacant staring and veging out
 - o NB: Teachers often miss these.
- Active
 - o Disobedience and calling out could be linked to egocentrism or physical things (e.g. poor hearing)
 - o Leaving desk
 - o I feel sick... - can be physical or mental, or made up.
- Merrett and Whetall, 1990
 - o Most common is talking out of turn, hindering other children and disobedience.
- Stephson et al., 2000
 - o Distractibility (disruptive or short attention span) and disobedience are most common.
- Little 2005
 - o Talking out of turn, idleness and hindering others are most common.
- NB: Most concerning behaviours are all low level.

13 Types of student misbehaviour (Charles, 2011)

- Inattention: Daydreaming, doodling, doing irrelevant things
- Apathy: Disinclination to participate, not caring
- Needless talk: Chatting unrelated to lesson/topic
- Moving around room: Moving without permission, congregating
- Annoying others: Provoking, teasing, picking on...
- Disruption: Shouting out during instruction, vulgar language, causing 'accidents'
- Lying: Falsifying to avoid responsibility, get others into trouble
- Stealing: Taking things that belong to others
- Cheating: Making false representations on effort, wrongly taking advantage of others
- Sexual harassment: Making others uncomfortable through language, touch etc.
- Fighting: Threats of and actual physical hostility
- Malicious acts: Doing intention damage to property
- Defiance of authority: Talking back to teacher, ignoring teacher, hostile refusal

BULLYING DEFINITION

- A student is being bullied when he or she is exposed, repeatedly and over time, to negative actions by one or more other students – Olweus, 1995
- The deliberate and repeated oppression or other unjustified ill treatment of individuals or groups who are unable or find it difficult to defend themselves. – De Nobile, 2017.
- 3 main actors (Rigby, 2007):

- bully
- victim
- bystander – power of the bystander (can do things to help – covert and overt).
 - School policies need to support bystanders as well as victims and bullies.

Olweus and Limber (2010) bullying circle

- A. students who bully
- B. followers or henchmen
- C. supporters or passive bullies
- D. passive supporters or possible bullies
- E. disengaged onlookers
- F. Possible defenders
- G. defenders
- H. student who is bullied (in the middle of the circle)
- NB: Link between A-G and link between A and H.

PREVENTATIVE CLASSROOM MANAGEMENT

- Establishing learning environments that out-compete the possibility of inappropriate behaviour through planning, implementing and reflecting (Arthur-Kelly et al., 2006).
 - Things you do to try and minimise inappropriate behaviour.
 - Need to do it systematically.
- A well thought out plan that aims to reduce initial misbehaviour and stop conflicts and other challenges from escalating that uses rules, procedures, expectations, classroom layout, good relationships and proactiveness/self awareness as key strategies – McDonald, 2013

The 4 positive practices

- Classroom climate
- Classroom culture
- Physical environment
- Instructional practice
- NB: The first 2 are distinct but very interrelated things.

INTERVENTIONIST CLASSROOM MANAGEMENT

- Well planned strategies that are monitored and reviewed in relation to change in inappropriate behaviours. They become necessary when the preventative strategies have not been effective. - Arthur-Kelly, Lyons, Butterfield & Gordon (2006)
- The development of clear, well thought out plans that provide a framework for maintaining and responding to student inappropriate behaviours. This should exist in addition to the preventative practices - Duchesne, McMaugh, Bochner & Krause (2013)
- Intervening to stop inappropriate behaviour from developing and becoming worse.
- However, there is tension between these 2 conceptualisations.

- Predetermined strategy
- Planned actions aimed at changing behaviour
- Use of a particular approach or combination to solve problems of inappropriate (including risky) behaviour
- Process of observation, consideration, action and evaluation.

ECOLOGICAL INFLUENCES: BASES OF BEHAVIOUR

- The model helps us explain what could be going on in the child's life, that has effected them when they came to school today
 - o Usually something happened in their microsystem.

DEVELOPMENTAL BASES OF BEHAVIOUR

- Growth and maturation
- Physical, moral and social development

Cognitive

- Younger kids had less experience to mature and reason
 - o Less life experiences
 - o Lower ability to solve (think through) problems
 - o Deference to authority – more at 12yrs old
 - Can understand rules more and play to that
 - o Egocentrism
- Low ability pupils might use inappropriate behaviour to “mask” a problem
- Gifted might be inclined to behave inappropriately due to:
 - o Low challenge and boredom
 - o Feeling ‘out of step’ with others...gain acceptance
 - Might ‘dumb their work down’ in order to fit in.
 - Can be oversensitive to criticism
 - Might misbehave as a way o gaining acceptance.
 - o Anger due to oversensitivity to criticism, taunts, etc.
 - o Gain popularity/acceptance
- Off-task behaviour should be seen as an ‘alarm bell’, not an annoyance

Some implications

- Suggest to younger students why things happened
 - o Why do you think Josh wont play with you?
- Ask younger students what else they might do
- Use direct language and avoid metaphors with younger students,
- The older the student, the more opportunity there is to discuss cause-effect relationships
 - o Is there any reason why he did this; what happened before?
 - o Teachers should help students to take different perspectives