



UNSW
A U S T R A L I A

Arts & Social
Sciences

School of Education

EDST5133

Creating Engaging Learning Environments

Semester 1

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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 Bidjigal and Gadigal 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)
Semester 1, 2016

2. STAFF CONTACT DETAILS

Course Coordinator: Terry Cumming
Office Location: John Goodsell 129
Email: t.cumming@unsw.edu.au
Phone: 9385 3736
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	
Lecture	Tue 09-11 (w1-4,5-10, CLB 8)
Tutorial(s)	Tue 14 (w1-4,5-11, Mat 107) Tue 15 (w1-4,5-11, Mat 107) (TENT) Tue 16 (w1-4,5-11, Mat 107) Wed 11 (w1-4,5-11, Mat 123) Wed 12 (w1-4,5-11, Mat 123) (TENT)

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 and ensuring student engagement in learning.

Aims of the Course

This course aims to:

- provide pre-service teachers with the theoretical knowledge and practical tools to engage secondary students in productive learning.
- develop reflective classroom teachers who can create and maintain safe, caring and challenging learning environments through effective classroom management and learner engagement.

The main ways in which the course has changed since last time as a result of student feedback

Assessment 1 was changed from an annotated bibliography to an evidence-based practice guide in 2015. This year, the rules for age of the literature have been relaxed, as much of the evidence base for classroom management strategies was created more than 10 years ago.

Student Learning Outcomes

Outcome		Assessment/s
	By completing this course it is intended that students will be able to:	
1	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 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

Program Learning Outcomes (AITSL Professional Graduate Teaching 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	3, 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.

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

5. TEACHING STRATEGIES

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

Week Beginning	Lecture Topic	Tutorial Topic
1 29 th February	<p>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.</p> <p>Reading: Chapter 1 of Brady & Scully text</p>	<p>Classroom management theories, practical applications. What do the ideal teacher and classroom look, sound, and feel like?</p>
2 7 th March	<p>An example of one model and how teachers can use it to form a philosophy as well as an evidence-based system</p> <p>Peter Miles Part 1</p> <p>Reading: McDonald chapter on Moodle</p>	<p>Positive Learning Framework- case studies.</p>
3 14 th March	<p>Creating and sustaining an effective school-wide behaviour system. Unlike a behaviour plan or program, the emphasis of a behaviour <i>system</i> is on preventing problems and providing a comprehensive, consistent structure.</p> <p>Peter Miles part 2.</p> <p>Reading: Chapter 5 of Brady & Scully text</p>	<p>Stories from the field</p>
4 21 st March	<p>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 adolescence, knowing your students.</p> <p>Dr. Richard LaVoie's take on communication with students</p> <p>Reading: Chapter 4 of Brady & Scully text</p>	<p>Think Pair Share: how to establish a positive climate; communication activity</p>
<p>Semester Break 25th March -3rd April</p>		

<p>5 4th April</p>	<p>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.</p> <p>Reading: Chapter 3 of Brady & Scully text</p>	<p>Chapter 4; Best practices behaviour & Autism article)</p>
<p>6 11th April</p>	<p>Supporting students with autism, intellectual disability and emotional and behavioural disabilities in the inclusive classroom setting.</p> <p>Video: Make me normal</p>	<p>Accommodations for diverse populations</p>
<p>7 18th April</p>	<p>Responding to students in regard to the escalation cycle. Tier 3 behavioural interventions.</p> <p>Iris Peabody Online training</p> <p>http://iris.peabody.vanderbilt.edu/module/beh1/challenge/#content</p> <p>http://iris.peabody.vanderbilt.edu/module/bi1/challenge/#content</p> <p>Reading: Preventing Meltdowns article on Moodle</p>	<p>Iris Peabody Online Training</p>
<p>8 25th April</p>	<p>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</p> <p>Reading: Chapter 2 of Brady & Scully text</p>	<p>Strategies for specific behaviours, how to work these into a management plan</p>
<p>9 2nd May</p>	<p>Classroom management and prevention; management in practice.</p> <p>Reading: Chapters 6 & 7 of Brady & Scully text</p>	<p>Individual and group reflection regarding personal limits; how to keep self happy</p>
<p>10 9th May</p>	<p>Incorporating technology into your teaching and management. Developing rules, routines and procedures regarding technology use. Safe use of technology and the Internet</p>	<p>Innovation and problem solving in classroom tech use.</p>

<p>11 16th May</p>	<p>Online Modules</p> <p>Culturally Responsive Classroom Management.</p> <p>Raising awareness of cultural practices from foreign and indigenous communities and how these might impact on your classroom management.</p> <p>Teacher and student wellbeing</p> <p>Managing bullying</p> <p>Creating culturally responsive classrooms</p>	<p>Safe Schools Hub Modules</p>
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7. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	National Elaborations Assessed	Due Date
<p>Assessment 1 Evidence Based Practice Guide</p>	<p>3,000 words</p>	<p>50%</p>	<p>1,2,4,5</p>	<p>1.3,1.4,1.5, 1.6, 2.3, 2.6, 3.1, 3.7, 4.1, 4.2, 4.5, 7.3</p>	<p>B1,3,9,10 D2 F10</p>	<p>23 March 2016 5:00 PM</p>
<p>Assessment 2 Classroom Management Plan</p>	<p>3,000 words</p>	<p>50%</p>	<p>2,3,4</p>	<p>1.3,1.4,1.5, 2.3, 2.6, 3.1, 4.1, 4.2, 4.5</p>	<p>A1,5 B1,2,5,8,9 C3,14 D2 E2,3</p>	<p>18 May 2016 5:00 PM</p>
<p>Assessment 3 Safe Schools Hub Modules</p>	<p>~1000 words</p>	<p>Hurdle Requirement</p>	<p>2, 4, 5</p>	<p>1.1, 1.3, 3.2, 4.1, 4.2, 4.3, 4.4, 4.5</p>	<p>A5,6 B1,2,4,5,8,9,10 C14 E2,3,5, F3,9,10</p>	<p>Sunday 22 May 2016 5:00 PM</p>

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. Student no longer need to use a cover sheet. 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.

Assessment Details

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

Assessment 1 – Evidence based practice guide (50%)

Create a classroom management guide for beginning teachers. This guide must contain a minimum of 5 evidence-based practices. Begin the guide with an introduction that describes the importance of having a solid knowledge base of research-based classroom management strategies and interventions.

The practices you include can be strategies (proactive) or interventions (reactive) For each strategy or intervention you include, please be sure to provide:

- a. a complete description of the practice, including when/why it would be used, detailed enough that a beginning teacher could implement it in the classroom after reading the description.
- b. A summary of the evidence supporting the practice

The practices should be well-aligned with each other and a particular philosophy.

The evidence you provide should be from journal articles from the last twenty 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, and emergency plans for inclusive classroom management. Please refer to the supplementary materials, proforma and rubric posted on Moodle.

Assessment 3 – Safe Schools Hub Modules

To replace lectures and tutorials that would ordinarily occur in a standard UNSW semester (week 11 and 12), over the course of the semester, students will be expected to complete the 6 online pre-service teacher modules located at the Safer Schools Hub located at <http://pplm.safeschoolshub.edu.au/Login/>

Please register and work your way through the six (6) modules. It is an expectation that you will complete the activities, surveys, readings recommended for each module (see list below), and journal entries for each module. Please save your work as you go in the modules. You will be required to upload your saved journal entries to Turnitin in Moodle as proof of completion. You will also be able to obtain a certificate of completion that you can put in your teaching portfolio that will be useful for accreditation.

List of readings to complete and respond to in your journal.

Module 1: Vincent, K., Hazzell, T., Allen, J, & Griffiths, T. (n.d.) New times, new teachers: valuing social and emotional wellbeing in teacher education.

Module 2: Read the paper on Circle Time and watch the AITSL clip

Module 3: Read the Andrew Fuller pdf on the Adolescent brain. Note that the links to Andrew Fuller's pages don't work in the module. You can access them [here http://andrewfuller.com.au/free-resources/](http://andrewfuller.com.au/free-resources/)

Module 4: Read Bill Rogers 5 Tricky Personalities – and how to handle them (in Follow Up)

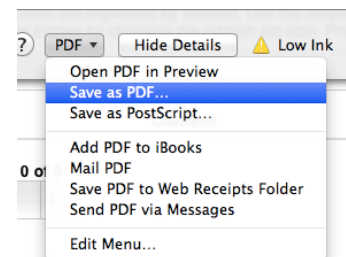
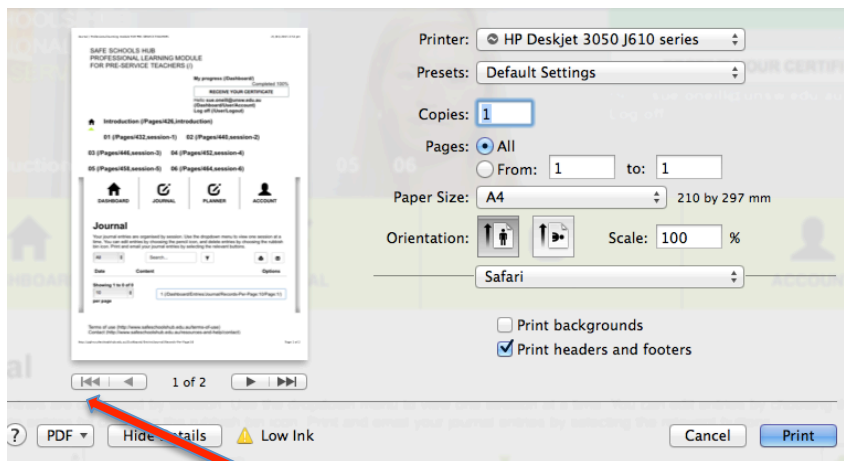
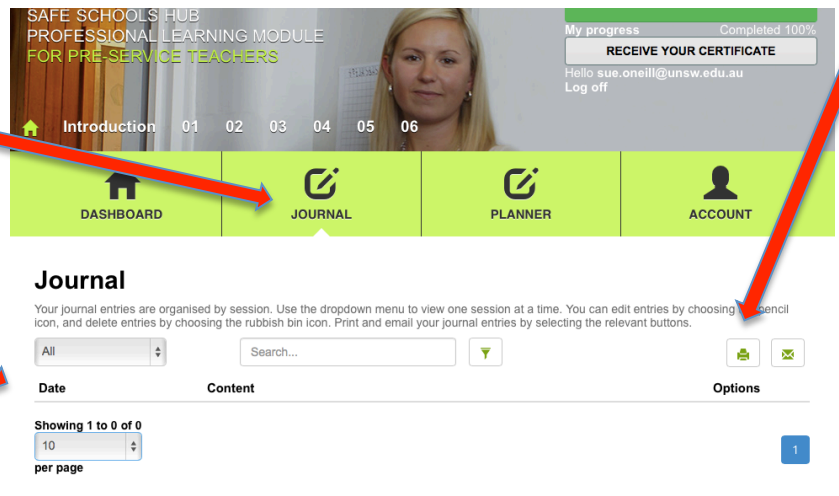
Module 5: Nil from Follow Up section

Module 6: Nil from Follow Up section

Please note there is no grade for this task. It is a **hurdle requirement** that you complete the Safe School Hub Pre-service Teacher Modules. You can begin the modules at the start of the semester and work your way through them at your own pace. As a guide, each module will take up to an hour including watching the embedded clips and completing the above readings.

Your grade for this course will be withheld (WD) for the course until you have completed and uploaded your journal entries to Turnitin.
 You must upload your **consolidated** journal entries by no later than 5:00 PM on May 22nd, 2015.
 To create a consolidated file of your journal entries for the six modules follow these steps.

1. Click on the home/house icon in the Safe Schools Hub = dashboard
2. Click on the Journal Icon
3. In the dropdown menu for the box on the left-most side of the page, select All (default option)
4. No need to filter (next box across)
5. Choose the printer icon (on RHS) **Options**



Rather than printing the

file, you can choose to save it as a pdf
 You will upload this pdf to Turnitin and your Certificate of Completion.

Submission of Assessment Tasks

All tasks must be submitted in electronic form to Turnitin by 5:00 PM on the due date (Turnitin doesn't permit a midnight time stamp). Each task has a unique Turnitin spot in Moodle in the Learning Activities pane.

For more information, please refer to the School of Education's policy and procedures [here](#)

Feedback

Assessment Task

One: EBP Guide

Two: CMP

Feedback Mechanism

Written via Turnitin

Written via Turnitin

Feedback Date

Tuesday, 12th April

Tuesday, 7th June

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5133 CREATING ENGAGING LEARNING ENVIRONMENTS

Student Name:

Student No.:

Assessment task: Evidence Based Practice Guide

SPECIFIC CRITERIA	(-) → (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • range of research and professional literature on behaviour/classroom management; • resources are current and relevant 					
Structure and organization of response <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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.**

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5133 CREATING ENGAGING LEARNING ENVIRONMENTS

Student Name:

Student No.:

Assessment task: Classroom Management Plan

SPECIFIC CRITERIA	(-) (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • range of research and theories on classroom management to support response 					
Structure and organization of response <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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.**

8. RESOURCES

Required Readings

Brady, L. & Scully, A. (2005). *Engagement: Inclusive classroom management*. French's Forest, NSW: Pearson Australia

Further Readings

Readings posted on the Moodle course website.

McDonald, T. (2010). *Classroom management: Engaging students in learning*. South Melbourne, VIC: Oxford University Press.

Crone, D., Hawken, L., Horner, R. (2010). *Responding to Problem behavior in schools: The behavior education program* (2nd ed.). New York: Guilford Publications.