



**UNSW**  
A U S T R A L I A

Arts & Social  
Sciences

School of Education

**EDST4084**  
Managing the Classroom Environment

Semester 1, 2017

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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 Bedegal 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  
EDST4084 Managing the Classroom Environment (6 units of credit)  
Semester 1, 2017

## 2. STAFF CONTACT DETAILS

Course Coordinator: Dr. Sue O'Neill  
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Email: [sue.oneill@unsw.edu.au](mailto:sue.oneill@unsw.edu.au)  
Availability: Thursdays, 9 -10am. Email to make an appointment

Other Teaching Staff: Joanne Danker  
Email: [j.danker@unsw.edu.au](mailto:j.danker@unsw.edu.au)  
Availability: Email to make an appointment

Other Teaching Staff: Roshini Chandroo  
Email: [r.chandroo@unsw.edu.au](mailto:r.chandroo@unsw.edu.au)  
Availability: Email to make an appointment

## 3. COURSE DETAILS

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|                             |   |
|-----------------------------|---|
| <b>Course Name</b>          | Managing the Classroom Environment  |
| <b>Credit Points</b>        | 6 units of credit (UoC)   |
| <b>Workload</b>             | Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, online modules etc.  |
| <b>Schedule</b>             |   |
| Lecture                     | Thu 11-13 (w1-7, 8-10 Rex Vowels) - Sue   |
| Tutorial/s                  | Thu 14A (w1-6,8-10, MorvB G3) - Sue<br>Thu 14B (w1-6,8-10, MorvB G4) - Joanne<br>Thu 16A (w1-6,8-10, Mat 108) – Joanne<br>Thu 16B (w1-6,8-10, Mat 309) – Sue/Roshini<br>Thu 17A (w1-6,8-10, Mat 108) – Joanne<br>Fri 13A (w1-6,8-10, MorvB G3) – Roshini<br>Fri 14A (w1-6,8-10, MorvB G3) – Roshini |
| Online<br>Module/Activities | Week 7 tutorial online due to Good Friday<br>Week 11 online lecture on ICT  |

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### **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.

### **Important Information**

Please note that this course has 11 lectures as per the schedule on page 2, (one is online ICT lecture) and 9 tutorials mostly delivered in face-to-face mode. Online activities replace the tutorials in Week 7 due to Good Friday, and two flipped classroom lectures require completion of an online module before attending the lecture in Weeks 9 and 10. A flipped classroom activity is also scheduled for the Week 1 tutorial. **Lectures and tutorials start in Week 1.**

You will independently complete online modules across the semester from the Student Wellbeing Hub. You can complete the modules in advance of the scheduled due date during the semester but you **must have completed them and uploaded your journal entries and a certificate of completion by the due date of May 15th.**

**Attendance:** You are expected to give priority to your university study commitments. Unless specific and formal permission has been granted, failure to attend 80% of classes in a course may result in failure.

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

*Based on student feedback from 2016:*

- 1. Changing the video to be analysed in first assessment task to a shorter one*
- 2. Decreasing the number of activities in some tutorials*

### **Student Learning Outcomes**

| Outcome | By completing this course it is intended that you will be able to:   | Assessment/s |
|---------|--|--------------|
| 1       | Demonstrate an ability to engage students effectively in the learning process.                               | 2, 4         |
| 2       | Develop and maintain a positive learning environment in the classroom.                                       | 1,2,3        |
| 3       | Plan, manage and deliver productive lessons.   | 2,4          |
| 4       | Use strategies and tools to address the diverse learning needs of students and maintain learning engagement. | 1,2,3,4      |
| 5       | Manage difficult behaviours and create a safe and productive learning environment.                           | 1,2,3        |

### **Graduate Attributes (AITSL Professional Graduate Teaching Standards)**

| Standard |   | Assessment/s |
|----------|---|--------------|
| 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            | 2,3          |
| 1.4      | 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 | 2            |
| 1.5      | Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities                                   | 2            |
| 2.6      | Information and Communication Technology  | 2, 3         |
| 3.3      | Include a range of teaching strategies  | 2            |
| 3.5      | Use effective classroom communication   | 2            |
| 3.7      | Describe a broad range of strategies for involving parents/carers in the educative process  | 2            |
| 4.1      | Identify strategies to support inclusive student participation and engagement in classroom activities   | 1,2          |
| 4.2      | Demonstrate the capacity to organise classroom activities and provide clear directions.   | 2            |
| 4.3      | Demonstrate knowledge of practical approaches to manage challenging behaviour.  | 1,2          |
| 4.4      | Describe strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements   | 2,3          |
| 4.5      | Demonstrate an understanding of relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching   | 2,3          |
| 7.3      | Engage with the parents/carers  | 2            |

### **National Priority Area Elaborations**

| Priority area   | Present in lecture/tutorial weeks | Assessment/s |
|---|-----------------------------------|--------------|
| Aboriginal and Torres Strait Islander Education         | 5, 6, 7, Online modules           | 2, 3         |
| Classroom Management                                    | 1, 2, 3, 4, 5, 6, 7, 8, 9,10      | 1, 2, 3      |
| Information and Communication Technologies              | 3, 4, 11                          | 3, 4         |
| Literacy and Numeracy                                   | 2, 3                              | 2            |
| Students with Special Educational Needs                 | 2, 3, 5, 8, 9,10                  | 2            |
| Teaching Students from Non-English Speaking Backgrounds | 2, 3, 5, 6, 7, Online modules     | 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 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 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
- completion of online modules, lectures, and activities

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

## 6. COURSE CONTENT AND STRUCTURE

| Week                        | Lecture Topic  | Tutorial Topic  |
|-----------------------------|--|---|
| 1<br>27 <sup>th</sup> Feb'  | <p>What is classroom management?</p> <p>Apprenticeship of observation</p> <p>What do effective managers do?</p> <p>Styles of management</p>  | <p>Equity cards</p> <p>Micro-teaching: skill 1 – Meeting and greeting your class</p> <p>Flipped classroom activity: Designing effective learning spaces (see Moodle)</p> <p>Online tools for redesigning learning spaces to ensure good VAD</p> |
| 2<br>5 <sup>th</sup> March  | <p>Kounin's revelations about teacher-student interactions</p> <p>Proactive classroom management – antecedent strategies</p> <p>Increasing active engagement in learning for all</p>   | <p>Applying Kounin's variables</p> <p>Jigsaw cooperative group strategy</p> <p>Micro-teaching: skill 2 - Cue to start</p> <p>APA – 'How to' skill development</p>   |
| 3<br>12 <sup>th</sup> March | <p>Instructional classroom management – the nexus between learning and behaviour</p> <p>Blooms Taxonomy – why good questions matter</p> <p>The link between literacy and/or numeracy difficulties and misbehavior – guest speaker</p>  | <p>Cooperative learning: why it makes sense</p> <p>Applying Bloom's Taxonomy to a problematic scenario</p> <p>Micro-teaching: skill 3 – The incomplete sentence</p>   |
| 4<br>19 <sup>th</sup> March | <p>Introduction to Positive Behaviour Supports: A whole-school approach</p> <p>Universal intervention strategies</p> <p>Expectations, rules, routines, procedures</p> <p>Safe, engaging, and effective use of ICT in the classroom</p>   | <p>Expectations – why you need them</p> <p>Forming rules from expectations</p> <p>Micro-teaching: skill 4 – Giving clear behavioural instructions based on your rules/routines</p>  |
| 5<br>26 <sup>th</sup> March | <p>Developing classroom climate through building positive relationships: why rapport matters between teacher and student, and student-student</p> <p>Friendly vs. Friend as a manager – why this matters</p> <p>Social emotional skill development</p> <p>Effective communication with parents and caregivers from English speaking and EAL/D (including Aboriginal) backgrounds – guest speaker</p> | <p>Enhancing classroom climate</p> <p>Working with parents</p> <p>Flipped classroom activity and Micro-teaching: skill 5– practicing LAFF don't CRY active listening with parents/carers</p>  |

|  |  |   |
|--|--|---|
| 6<br>2 <sup>nd</sup> April   | <p>Consequences – encouraging positive behaviour</p> <p>Use of acknowledgement, praise, encouragement – what do students want?</p> <p>Culturally responsive acknowledgement</p>  | <p>Individual and group contingencies to promote appropriate behaviour</p> <p>Micro-teaching: skill 6 - How to give personal praise and collective praise</p>   |
| 7<br>9 <sup>th</sup> April   | <p>Consequences – responding to low level disruptive behaviours of all students in inclusive classrooms: proximity, non-verbal gestures and non-confrontational prompts</p> <p>Culturally responsive redirection</p>   | <p>Redirection prompts</p> <p>Micro-teaching: skill 7 – Redirection group prompts</p> <p>Prep activities for Week 8 Tutorial – topic assignment for first responses</p>   |
| Mid Semester Break 14 <sup>th</sup> of April to 23 <sup>rd</sup> April |  |   |
| 8<br>23 <sup>rd</sup> April  | <p>Responding to more severe behavior – most intrusive strategies</p> <p>Respectful exits</p> <p>Whole school approaches to managing students displaying challenging behaviours – who can I get assistance from?</p>   | <p>First responses to challenging, non-compliant or aggressive student behaviours</p> <p>Micro-teaching: skill 8 – Giving warning and choice statements</p> <p>Policies and resources to support positive learning environments</p> |
| 9<br>30 <sup>th</sup> April  | <p>Flipped classroom activities based on Colvin's Escalation Cycle from Iris Peabody Module – see link in Moodle</p> <p>Viewing intervention strategies matched to Peak, De-escalation, and Recovery phases</p>  | <p>Crisis management plans</p> <p>In class Q&amp;A for your CMP task – bring your most pressing questions to the tut</p>  |
| 10<br>7 <sup>th</sup> May  | <p>Supporting students with special education needs exhibiting inappropriate behaviours</p> <p>Functional assessment of behaviour (Tier 3 PBIS)</p> <p>Flipped classroom activities based on your completion of the Iris Peabody online module on FBA</p>  | <p>Working with your supervising teacher's management style and your school's behaviour management policy</p> <p>Match the function game</p> <p>Last minute CMP assessment task question time</p>                                   |
| 11<br>Mandatory ICT online module                                      | <p>Students must view the following ICT video lecture by Sandy Phillips and complete the module by accessing these links <a href="https://sites.google.com/site/unswpcc/">https://sites.google.com/site/unswpcc/</a> and complete the assessment task here <a href="http://goo.gl/forms/EY3GjDhAHd">http://goo.gl/forms/EY3GjDhAHd</a></p> <p><b>This is a hurdle requirement.</b> Please submit your assessment task to the assigned space in Moodle.</p> |   |
| Student  | Teacher and student wellbeing  |   |



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|                             |  |
|-----------------------------|--|
| Wellbeing<br>Online Modules | Managing bullying<br>Creating culturally responsive classrooms |
|-----------------------------|--|

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## 7. RESOURCES

Please see Moodle 'Weekly Content' section for your weekly reading schedule

### **Required Readings**

The prescribed text for this course is:

Emmer, E. T., & Evertson, C. M. (2013). *Classroom management for middle and high school teachers* (9th ed.). Upper Saddle River, NJ: Pearson.

In the HUC or available for purchase from the UNSW bookshop as a hardcopy in limited supply for +\$100

or, as an e-version for \$55.00 from Pearson by clicking this link [here](#).

You can also copy and paste this url into your browser to purchase the e-text:

[www.pearson.com.au/9780133558555](http://www.pearson.com.au/9780133558555)

### **Highly Recommended**

Lane, L.L., Menzies, H. M., Bruhn, A. L., & Crnabori, M. (2010). *Managing challenging behaviors in schools. Research-based strategies that work*. New York: Guilford Press.

Rogers, B. (2011). *Classroom behaviour. A guide practical to effective teaching, behaviour management and colleague support*. London, UK: Sage.

Scott, T. M., Anderson, C. M., & Alter, P. (2012). *Managing classroom behaviour using positive behaviour supports*. Upper Saddle River, NJ: Pearson.

Copies of these texts are available in the library HUC: & 371.1024/125

E-readings can be located by searching EDST4084 in the library search bar – visit

<http://www.library.unsw.edu.au>

## 8. ASSESSMENT

| Assessment Task                           | Length     | Weight    | Learning Outcomes Assessed | Graduate Attributes Assessed                                   | National Elaborations Assessed                             | Due Date                                   |
|---|------------|-----------|----------------------------|--|--|--|
| Assessment 1<br>Problem Solving Exercise  | 2000 words | 40%       | 2,4,5                      | 4.1, 4.3   | B1,2,3,5,8,10  | 5pm<br>Monday<br>27 <sup>th</sup><br>March |
| Assessment 2<br>Classroom Management Plan | 2000 words | 40%       | 1,2,3,4,5                  | 1.3, 1.4, 1.5,<br>3.2, 3.3, 3.7,<br>4.1, 4.2, 4.3,<br>4.4, 4.5 | A4,5,6<br>B1,3,4,5,6,8,9,10<br>D2,4,9<br>E2,4,9<br>F4,8,10 | 5pm<br>Friday<br>12 <sup>th</sup> May      |
| Assessment 3<br>Student Wellbeing Journal | 1500 words | 20%       | 2,4,5                      | 1.3, 4.4, 4.5  | A5,6<br>B1,2,4,5,8,9,10<br>C14<br>E2,3,5,<br>F3,9,10       | 5pm<br>Monday<br>15 <sup>th</sup><br>May*  |
| Assessment 4<br>ICT Task                  | <500 words | pass/fail | 1,2,4                      | 2.6  | D  | 5pm<br>19 <sup>th</sup> May                |

\* We recommend you complete the Student Wellbeing modules as per the schedule below to avoid last minute panic at the end of the semester.

You are required to follow your lecturer's instructions when submitting your work for assessment. All assessment will be **submitted online via Moodle by 5pm.**

You no longer need to use a cover sheet.

You 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, you are 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**

#### **Assessment 1 – 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.

1. What main problems were they trying to avoid by beginning their classes this way?
2. What management style did each take?
3. For first video, identify what the teacher does to proactively:
  - a) manage the students' entry into the classroom
  - b) settle the class once all the students are inside
  - c) establish expectations
  - d) teach routines
  - e) build rapport

and reactively

- f) to redirect minor inappropriate behaviours?

4. Finally, briefly state which approach you preferred and why.

For each of the above teacher-actions above in Q3 a-f must: a) name/describe the strategy/ies they used, b) make a connection to a relevant prescribed reading (weeks 1-4), **and** c) find support for the strategy in research literature (journal articles). See Moodle 'Assessment Task Information and

Resources' folder for more information on how to complete the task and links to the video clips and resources to assist you in completing this task successfully.

### **Assessment 2 – Classroom Management Plan (CMP) (40%)**

Your CMP will consist of 3 parts - Philosophy, Theory, and Practice.

Within the **Philosophy section**, students will include;

a) your personal beliefs (philosophy) about the nature of student misbehaviour (what can cause students to misbehave in classrooms) – one paragraph

b) your personal beliefs about what your role of the teacher as classroom manager should be (consider the broader definition of classroom management here – week 1 lecture...)

Recommended length for this Philosophy section = around 1 page.

Within the **Theory section**, students will include;

a) theory/theorists or central tenets/key concepts raised in the course that underpin your classroom management philosophy and will guide your management practices - you should make explicit links to specific lectures, tutorials, or prescribed readings.

Recommended length for this Philosophy section = around 1-2 pages.

In the **Practice section**, students will;

a) create a CMP following the scaffold provided in the CMP folder in the 'Assessment Task Information and Resources' folder in Moodle

To avoid omitting any essential components, you are strongly advised to follow the scaffold and present your CMP in the order suggested. Failure to include any of the required components will result in a loss of marks.

Recommended length: This section forms the bulk of your assessment task and is where most of your words should be allocated.

### **Assessment 3 – Student Wellbeing Hub Modules**

|                |  |
|----------------|--|
| Online Modules | Teacher and student wellbeing<br>Creating culturally responsive classrooms |
|----------------|--|

To meet, in part, a number of graduate teacher standards, you will be expected to complete the online pre-service teacher modules located at the Student Wellbeing Hub located at <https://pplm.studentwellbeinghub.edu.au/Register/>

Please register in Week 1, as we strongly urge you to complete your first two Modules (Introduction and 1) by **Sunday the 4<sup>th</sup> of March**. The more you can do early on in the semester, the easier the second half of this semester will be. It is an expectation that you will complete the activities, surveys, readings recommended for each module (see list below), and your journal entries for each module. Please save your journal work as you go into the journal space they provide. You will be required to upload your saved journal entries to Turnitin in Moodle as proof of completion **by the 15<sup>th</sup> of May**. 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. You will also need to upload certificate of completion on May 15<sup>th</sup>.

| Module   | <u>Additional</u> Reading/Viewing Required<br>*Located mostly in Follow Up section   | <b>Recommended</b><br>Progress Date |
|--|--|-------------------------------------|
| Introduction<br>& 1<br>The National Safe Schools Framework                             | Read: Vincent, K, Hazell, T, Allen, J & Griffiths, T <a href="#">New times, new teachers: valuing social and emotional wellbeing in teacher education</a> <sup>^</sup> , Response Ability (PDF, 299 KB)              | Sunday 4 <sup>th</sup> of March     |
| 2<br>We're all in this together – developing a supportive and connected school culture | Investigate: Values approaches<br>View the online resource <a href="#">World of Values</a> for students in years 3–10.   | Sunday 10 <sup>th</sup> of March    |
| 3<br>I'm OK you're ok – enhancing student safety and wellbeing                         | In Explore section, look at 3 of the hyperlinked resources and provide a brief comment on them in your journal.<br><br>Read the Andrew Fuller pdf on Into the mysteru of the adolescent mind in the REFLECT section. | Sunday 17 <sup>th</sup> of March    |
| 4<br>Be positive! – positive behaviour management                                      | Read 5 Tricky Personalities – and how to handle them by Bill Rogers  | Sunday 8 <sup>th</sup> of April     |
| 5<br>Making connections  | Read: Wu, C & Heard, J 2012, <a href="#">What makes learning stimulating?</a> , Connect, 196, 7–8  | Sunday 29 <sup>th</sup> April       |
| 6<br>A helping hand – early intervention and support                                   | Nil  | Monday 15 <sup>th</sup> of May      |

As a guide, each module may take up to an hour including watching the embedded clips and completing the above readings. Focus on the High School/K-12 clips when a variety of video clips are offered. **Make sure you SAVE all your entries as you go to avoid losing your work.**

**All Modules must be completed**, as this and all tasks are hurdle requirements.

The following page provides instructions for how to create a pdf of your journal entries that you must load to Turnitin in Moodle.

To create pdf files for your journal entries for each of the six modules, follow these steps.

1. Click on the home/house icon in the Student Wellbeing 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 the Module you require (Select ALL)
4. No need to filter (next box across)
5. Choose the printer icon (on RHS) **Options**
6. Set Showing 1 to X box at the bottom of the page to 100.

The screenshot shows the 'Student Wellbeing Hub' interface. At the top, there's a navigation bar with 'Dashboard', 'Journal', 'Planner', and 'Account' icons. The 'Journal' page is active, displaying a table of journal entries for 'April 7th 2016'. On the right side, there's an 'Options' menu with a printer icon. At the bottom left, there's a filter for 'Showing 1 to 18 of 18 per page'.

The screenshot shows a print dialog box in Safari. The printer is set to 'HP Deskjet 3050 J610 series'. The 'Copies' field is set to 1. The 'Pages' field is set to 'All'. The 'Paper Size' is 'A4'. The 'Orientation' is 'Portrait'. The 'Scale' is '100%'. The 'Print' button is highlighted. A red arrow points to the 'PDF' button at the bottom left of the dialog.

When the print page comes up, search for the option to save as pdf. On my Mac it is at the bottom of the print view page.

The screenshot shows a print dialog box in Safari. The 'PDF' menu is open, showing options like 'Open PDF in Preview', 'Save as PDF...', 'Save as PostScript...', 'Add PDF to iBooks', 'Mail PDF', 'Save PDF to Web Receipts Folder', 'Send PDF via Messages', and 'Edit Menu...'. The 'Save as PDF...' option is highlighted.

Rather than printing the file, it save it as a pdf.

Check the pdf that it saves/creates to make sure it has included **all your entries**. The default setting shows only 10 entries per page. Makes sure you set it to **100** as recommended above.

You will upload the pdf to Turnitin and when you have finished all your Modules, you should upload your Certificate of Completion too to the assigned spot.

### Assessment 4 – ICT Task

Watch the ICT online lecture: <https://sites.google.com/site/unswpcc/>. Then complete the assessment task by clicking on the link here: <http://goo.gl/forms/EY3GjDhAHd>. Submit your completed task to the allocated space in Moodle.

## Feedback

| <b>Assessment Task</b>                  | <b>Feedback Mechanism</b>   | <b>Feedback Date</b>                 |
|---|-----------------------------|--------------------------------------|
| <i>One: PSE</i>                         | <i>Written via Turnitin</i> | <i>Sunday, 17<sup>th</sup> April</i> |
| <i>Two: CMP</i>                         | <i>Written via Turnitin</i> | <i>Friday, 2<sup>nd</sup> June</i>   |
| <i>Three: Student Wellbeing Modules</i> | <i>Written via Turnitin</i> | <i>Monday 5<sup>th</sup> June</i>    |
| <i>Four: ICT Task</i>                   | <i>Written via Turnitin</i> | <i>Friday 9<sup>th</sup> June</i>    |

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EDST4084

Assessment Task: **Problem Solving Exercise**

| SPECIFIC CRITERIA  | (-)  (+) |  |  |  |  |
|--|----------|--|--|--|--|
| Understanding of the question or issue and the key concepts involved <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>  |          |  |  |  |  |
| Depth of analysis and/or critique in response to the task <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>                             |          |  |  |  |  |
| Familiarity with and relevance of professional and/or research literature used to support response <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 (2007+) and relevancy of selected articles</li> </ul>                             |          |  |  |  |  |
| Structure and organization of response <ul style="list-style-type: none"> <li>• appropriateness of overall structure and organisation of response</li> </ul>   |          |  |  |  |  |
| Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> <li>• accuracy of citing references using APA (6<sup>th</sup> ed.)</li> <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>  |          |  |  |  |  |
|  |          |  |  |  |  |

**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.**

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Assessment Task: **Classroom Management Plan**

| SPECIFIC CRITERIA   | (-) —————> (+) |  |  |  |  |
|---|----------------|--|--|--|--|
| Understanding of the question or issue and the key concepts involved <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>   |                |  |  |  |  |
| Depth of analysis and/or critique in response to the task <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 depth of actual classroom management plan</li> </ul>   |                |  |  |  |  |
| Familiarity with and relevance of professional and/or research literature used to support response <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>  |                |  |  |  |  |
| Structure and organization of response <ul style="list-style-type: none"> <li>• appropriateness of overall structure of response (correctly sequenced as per scaffold)</li> <li>• clarity and coherence of organisation, including use of section headings, sub-headings to enhance readability</li> </ul>  |                |  |  |  |  |
| Presentation of response according to appropriate academic and linguistic conventions <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 (6<sup>th</sup> 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</li> <li>• word length is within the 10% of the allowed limit</li> </ul> |                |  |  |  |  |
| <b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME:</b>  |                |  |  |  |  |
|   |                |  |  |  |  |

**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.**



UNSW SCHOOL OF EDUCATION  
RUBRIC / FEEDBACK SHEET  
EDST4084

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

| SPECIFIC CRITERIA  | (-) —————> (+) |  |  |  |  |
|--|----------------|--|--|--|--|
| Understanding of the question or issue and the key concepts involved <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 journal entries</li> </ul> |                |  |  |  |  |
| Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> <li>• depth of understanding and analysis of key classroom management principles, concepts, and theories raised during the modules</li> </ul>   |                |  |  |  |  |
| Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> <li>• ability to support journal entry by reference to clips or readings in the modules</li> </ul>   |                |  |  |  |  |
| Structure and organization of response <ul style="list-style-type: none"> <li>• clarity and coherence of ideas in the journal entry</li> </ul>   |                |  |  |  |  |
| Presentation of response according to appropriate academic and linguistic conventions <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>   |                |  |  |  |  |
| <b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME:</b>   |                |  |  |  |  |
|  |                |  |  |  |  |

**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.**