



**UNSW**  
SYDNEY

**Arts & Social Sciences**

**School of Education**

**EDST4084**

**Managing the Classroom Environment**

**Term 1, 2019**

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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  
EDST4084 Managing the Classroom Environment (6 units of credit)  
Term 1 2019

## 2. STAFF CONTACT DETAILS

Course Coordinator: Dr Sue O'Neill  
Office Location: Room 133 John Goodsell Building  
Email: sue.oneill@unsw.edu.au  
Availability: Tuesdays 9-11am - by appointment.

Other Teaching Staff: Dr Joanne Danker  
Office Location: Room 133 John Goodsell Building  
Email: j.danker@unsw.edu.au  
Availability: by appointment

Other Teaching Staff: Tim Baber  
Email: TBA  
Availability: by 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>	<a href="http://classutil.unsw.edu.au/EDST_T1.html">http://classutil.unsw.edu.au/EDST_T1.html</a>		
Lecture	10:00 – 12:00	Chem Science M17	Dr Sue
Tutorials	12:00 -13:00	G19 & G21John Goodsell	Dr Joanne & Tim
	13:00 – 14:00	G19 & G21John Goodsell	Dr Joanne & Dr Sue
	14:00 – 15:00	G19 & G21John Goodsell	Dr Joanne & Tim

## 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.

### THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK:

- *The ICT hurdle tasks have been removed from this course.*
- *Some of the sub-sections of the Classroom Management Plan task have been removed*

## IMPORTANT INFORMATION

**Assessment:** Students must pass ALL assessments to pass the course. Only by passing all assessments can the AITSL Professional Graduate Teaching Standards be achieved.

**Attendance:** It is expected that any student enrolled in an EDST course with the School of Education will make a commitment to their learning and attend all classes in full where content is delivered in a face-to-face mode except in certain circumstances where absence is due to illness, misadventure or unforeseen circumstances beyond the student's control. A minimum attendance requirement of 80% is required for each course. In certain circumstances, a student may miss up to 20% of a course without formal documentation and up to 33% of a course with formal documentation (sent via email to course convenor) providing all the requirements detailed below are met. Students not meeting the attendance requirements outlined above will be awarded an Unsatisfactory Fail (UF) for that course regardless of their performance in the assessment tasks or other requirements for the course.

### ***Please note the following attendance expectations, requirements, and consequences:***

- A minimum attendance requirement of 80% of all scheduled classes (i.e., lectures, tutorials, workshops, seminars) for the subject in which you are enrolled is required by UNSW
- Attendance in person is the only option for tutorials, seminars, and workshops.
- Where attendance is recorded for a scheduled class (i.e. lectures, tutorials, workshops, seminars) either by electronic means or via an attendance register it is the responsibility of the student to make sure they successfully record their attendance by providing all the details required.

It is the responsibility of the student to catch up on any learning missed due to absences.

The School of Education upholds the UNSW attendance policy and is in accordance with the Arts and Social Sciences guidelines and expectations. UNSW policy on Attendance and Absence that can be found at: <https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/#attendanceguidelines>

## STUDENT LEARNING OUTCOMES

Outcome	By completing this course, it is intended that you will be able to:
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.

## AITSL Professional Graduate Teaching Standards

Standard	
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
1.4.1	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
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
2.6.1	Information and Communication Technology
3.3.1	Include a range of teaching strategies
3.5.1	Use effective classroom communication
3.7.1	Describe a broad range of strategies for involving parents/carers in the educative process
4.1.1	Identify strategies to support inclusive student participation and engagement in classroom activities
4.2.1	Demonstrate the capacity to organise classroom activities and provide clear directions.
4.3.1	Demonstrate knowledge of practical approaches to manage challenging behaviour.
4.4.1	Describe strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements
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
7.3.1	Engage with the parents/carers

### National Priority Area Elaborations

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

#### 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 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 Moodle to provide extra learning material and the capacity for online discussion;
- and the completion of online modules and activities equivalent to 6 hours

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

## 6. COURSE CONTENT AND STRUCTURE

Module	Topics
1	<p><b>Lecture</b></p> <p>What is classroom management? Apprenticeship of observation. What do effective managers do? Styles of management.</p> <p><b>Tutorial</b></p> <p>Equity cards. Micro-teaching: skill 1 – Meeting and greeting your class. Flipped classroom activity: Designing effective learning spaces (see Moodle). Online tools for redesigning learning spaces to ensure good VAD.</p>
2	<p><b>Lecture</b></p> <p>Kounin's revelations about teacher-student interactions. Proactive classroom management – antecedent strategies. Safe and effective use and management of ICT in the classroom.</p> <p><b>Tutorial</b></p> <p>Applying Kounin's variables. Jigsaw cooperative group strategy. Micro-teaching: skill 2 - Cue to start. Policies and resources to support positive learning environments.</p>
3	<p><b>Lecture</b></p> <p>Instructional classroom management – the nexus between learning and behaviour. Blooms Taxonomy – why good questions and activities matter. Cooperative learning. Increasing active engagement in learning for all students through opportunities to respond.</p> <p><b>Tutorial</b></p> <p>Applying Bloom's Taxonomy to a problematic scenario. Micro-teaching: skill 3 – The incomplete sentence. Assessment Task 1 Q&amp;A.</p>
4	<p><b>Lecture</b></p> <p>Introduction to Positive Behaviour Supports: A whole-school approach. Universal intervention strategies. Expectations, rules, routines, procedures.</p> <p><b>Tutorials</b></p>

	<p>Expectations – why you need them. Forming rules from expectations. Micro-teaching: skill 4 – Giving clear behavioural instructions based on your rules/routines.</p>
5	<p><b>Lecture</b></p> <p>Developing classroom and school climate and connectedness through building positive relationships. Social emotional skill development.</p> <p><b>Tutorial</b></p> <p>Effective communication with parents and caregivers from English speaking and EAL/D (including Aboriginal) backgrounds. Flipped classroom activity and Micro-teaching: skill 5 – practicing LAFF don't CRY active listening with parents/carers.</p>
6	<p><b>Lecture</b></p> <p>Consequences – encouraging positive behaviour. Use of acknowledgement, praise, encouragement – what do students want? Culturally responsive acknowledgement .</p> <p><b>Tutorial</b></p> <p>Individual and group contingencies to promote appropriate behaviour. Micro-teaching: skill 6 - How to give personal praise and collective praise.</p>
7	<p><b>Lecture</b></p> <p>Consequences – responding to low level disruptive behaviours of all students in inclusive classrooms: proximity, non-verbal gestures and non-confrontational prompts. Culturally responsive redirection.</p> <p><b>Tutorial</b></p> <p>Micro-teaching: skill 7 – Redirection group prompts. Prep activities for Week 8 Tutorial – topic assignment for first responses.</p>
8	<p><b>Lecture</b></p> <p>Responding to more severe behavior – most intrusive strategies. Respectful exits.</p> <p>Flipped Classroom Activities on the escalation cycle – complete this module before 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>First responses to challenging, non-compliant or aggressive student behaviours. Micro-teaching: skill 8 – Giving warning and choice statements.</p>
9	<p><b>Lecture</b></p> <p>Supporting students with special education needs exhibiting inappropriate behaviours. The link between literacy and/or numeracy difficulties and misbehavior. Whole school approaches to managing students displaying challenging behaviours – who can I get assistance from?</p> <p><b>Tutorial</b></p> <p>Crisis management plans. MyExperience.</p>
10	<p>Public Holiday - Easter Monday – No face to face classes this week.</p> <p>Online module on Bullying to be completed on in lieu of attendance this week: <a href="https://www.education.vic.gov.au/about/programs/bullystoppers/Documents/res1/story_html5.html">https://www.education.vic.gov.au/about/programs/bullystoppers/Documents/res1/story_html5.html</a></p> <p>See Moodle for what you need to submit from this module to satisfy the volume of learning for this week.</p>

## 7. RESOURCES

See Moodle – each week various additional resources are provided to extend your learning

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.

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

or, as an e-book from Pearson Australia for around half the cost of the hardcopy.

Weekly readings are located by clicking on the puzzle 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

*Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted **online via Moodle (Turnitin) by 5pm**. Students 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

#### 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 supplied in Moodle, and then to the Turnitin space in Moodle by the due date and time.

If you choose to complete the other 3 modules, 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. The choice is yours to complete the remaining 3 modules.

### **Assessment 2 – 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.

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. See Moodle for more details.

### **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 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.

#### **Feedback**

<b>Assessment Task</b>	<b>Feedback Mechanism</b>	<b>Feedback Date</b>
<i>One: Reflective journal entries</i>	<i>Written via Turnitin</i>	<i>Within 10 working days of submission date</i>
<i>Two: PSE</i>		
<i>Three: CMP</i>		

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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.**

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Assessment Task: **Problem Solving Exercise**

<b>SPECIFIC CRITERIA</b>	(-)  (+)				
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 (2009+) 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	(-) $\longrightarrow$ (+)				
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 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>• 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 <u>and referring to tables, figures, or diagrams</u></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>					
<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.**