



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

Arts & Social  
Sciences

School of Education

EDST4084/SAED3402  
Managing the Classroom Environment

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  
EDST4084/SAED3402 Managing the Classroom Environment (6 units of credit)  
Semester 1, 2016

## 2. STAFF CONTACT DETAILS

Course Coordinator: Dr Sue O'Neill  
Office Location: Rm 127 John Goodsell  
Email: [sue.oneill@unsw.edu.au](mailto:sue.oneill@unsw.edu.au)  
Availability: email to make an appointment

Other Teaching Staff: Jennifer Perkins  
Email: [jennifer.perkins@unsw.edu.au](mailto:jennifer.perkins@unsw.edu.au)  
Availability: 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

## 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.

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<b>Schedule</b>	
Lecture	Mon 09-11 w1-4, 5-7,9-10 Chem Sc M17 Comb/w SAED3402 - Sue
Tutorial/s	Mon 11 w1-4, 5-7, 9-10 Block G6 Comb/w SAED3402 - Joanne Mon 14 w1-4, 5-7, 9-10 MorvB G4 Comb/w SAED3402 - Sue Mon 14 w1-4, 5-7, 9-10, Mat 226 Comb/w SAED3402 - Joanne Mon 15 w1-4, 5-7, 9-10 MorvB G6 Comb/w SAED3402 - Sue Mon 16 w1-4, 5-7, 9-10 MorvB G6 Comb/w SAED3402 - Sue Tue 09 w1-4, 5-7, 9-10 Mat 104 Comb/w SAED3402 - Jennifer Tue 12 w1-4, 5-7, 9-10 Mat 104 Comb/w SAED3402 - Jennifer Tue 13 w1-4, 5-7, 9-10 Mat 113 Comb/w SAED3402 - Jennifer Tue 13 w1-4, 5-7, 9-10 Mat 125 Comb/w SAED3402 - Joanne
Online Module/Activities	Week 8 lecture and tutorial, Week 11 lecture

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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.

## **Aims of the Course**

This course will enable students to gain an understanding of aims to:

- provide pre-service teachers with evidence and research-based strategies and approaches 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.

## **Important Information**

Please note that this course has 9 lectures as per the schedule on page 2, and 9 tutorials delivered in face-to-face mode. Online activities replace some lectures and tutorials due to public holidays. Lectures *and* tutorials start in Week 1.

Students will independently complete online modules across the semester from the Safe Schools Hub. Students can complete the modules in advance of the scheduled dates during the semester but **must have completed them and uploaded their journal entries and a certificate of completion by the due date of May 15th**.

**Attendance:** Students are expected to give priority to 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 2015:*

- 1. The first assessment task has been changed to a problem solving activity.*
- 2. The Safe School Hub Modules have progressive due dates and a score/weighting*
- 3. Increased opportunities for student role-plays and micro-teaching have been incorporated in tutorials*

### **Student Learning Outcomes**

Outcome	By completing this course it is intended that students will be able to:	Assessment/s
1	Demonstrate an ability to engage students effectively in the learning process.	2
2	Develop and maintain a positive learning environment in the classroom.	1,2,3
3	Plan, manage and deliver productive lessons.	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

### **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
3.2	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies	2
3.3	Include a range of teaching strategies	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

### **National Priority Area Elaborations**

Priority area	Present in lecture/tutorial weeks	Assessment/s
Aboriginal and Torres Strait Islander Education	2, 5, 6, 7, 8, Online modules	1, 2, 3
Classroom Management	1, 2, 3, 4, 5, 6, 7, 8, 9,10	1, 2, 3
Information and Communication Technologies	3, 4, 5, Online modules	2, 3
Literacy and Numeracy	2, 3	1
Students with Special Educational Needs	2, 3, 5, 9	1, 2
Teaching Students from Non-English Speaking Backgrounds	2, 3, 5, 6, 7, 8, 10, Online modules	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 academic, social and emotional learning among students. This course is included to enable students to develop an understanding of evidence and research-based practices that promote positive classroom interaction and climate 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 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 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 29 <sup>th</sup> Feb'	<p>What is classroom management? Apprenticeship of observation</p> <p>What do effective managers do? Styles of management</p>	<p>Where is what? 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 7 <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 14 <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 21 <sup>st</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 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>
Mid-semester break 25 <sup>th</sup> - 3 <sup>rd</sup> April		
5 4 <sup>th</sup> April	<p>Developing classroom climate through building positive relationships: why rapport matters between teacher and student, and student-student</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>

<p>6 11<sup>th</sup> April</p>	<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>
<p>7 18<sup>th</sup> April</p>	<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>8 25<sup>th</sup> April</p>	<p><b>No lecture – Anzac Day</b></p> <p><i>Lest we forget</i></p> 	<p><b>No face to face tutorial this week:</b> In Lieu complete:</p> <p>Iris Peabody module on Colvin’s Cycle of Escalation – links in Moodle</p> <p><b>** Safe School Hub Modules 3 and 1 on Bullying, Racism and National Safe Schools Framework due this week**</b></p> <p>National and state policies on bullying, racism</p>
<p>9 2<sup>nd</sup> May</p>	<p>Flipped classroom activities based on Colvin’s Escalation Cycle from Iris Peabody content</p> <p>Viewing intervention strategies matched to Peak, De-escalation, and Recovery phases</p> <p>Most intrusive strategies: Responding to severe or challenging behaviors</p>	<p>Defusing challenging, non-compliant or aggressive student behaviours safely</p> <p>Micro-teaching: skill 8 – Giving warning and choice statements</p>
<p>10 9<sup>th</sup> May</p>	<p>Supporting students with special education needs</p> <p>Functional assessment of behaviour (Tier 3 PBIS)</p> <p><b>**Final Safe School Hub Modules due**</b></p>	<p>Identifying the antecedent – behaviour-consequence chain</p> <p>Prevention and Response to common behaviours associated with ASD, LD, ADHD, and ODD</p> <p>In class Q&amp;A for your CMP task – bring your most pressing questions to the tut</p>
<p>11 16<sup>th</sup> May</p>	<p><b>No face-to-face lecture this week</b></p> <p>Complete set activities in Moodle for this week in lieu.</p> <p>Functional behaviour assessment</p>	



	<p>Module</p> <p>DoE policies to support positive behaviour and learning environments</p> <p>First impressions count</p> <p>Friendly vs. Friend as a manager – why this matters</p> <p>Working with your supervising teacher's management style and your school's behaviour management policy</p>	
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## 7. RESOURCES

Please see Moodle 'Weekly Content' section for the 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 Problem Solving Exercise	2000 words	40%	2,4,5	4.1, 4.3	B1,2,3,5,8,10	5pm Sunday 27 <sup>th</sup> March
Assessment 2 Classroom Management Plan	2000 words	40%	1,2,3,4,5	1.3, 1.4, 1.5, 3.2, 3.3, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5	A4,5,6 B1,3,4,5,6,8,9,10 D2,4,9 E2,4,9 F4,8,10	5pm Monday 23 <sup>rd</sup> May
Assessment 3 Safe Schools Hub Modules	250 x 6 words	20%	2,4,5	1.3, 4.4, 4.5	A5,6 B1,2,4,5,8,9,10 C14 E2,3,5, F3,9,10	End of Weeks 1, 5, 8 and 10

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.**

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 – Problem solving exercise (40%)**

Students 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 the Day 1, Week 1 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
4. What does the teacher do reactively to redirect minor inappropriate behaviours?
5. Finally, briefly state which approach you preferred and why.

For each of the above teacher-actions above in 3 and 4 you must: a) name/describe the strategy/ies they used, b) make a connection to a relevant prescribed reading (weeks 1-4), **and** your lecture or tutorial slides/activities that support the strategy, **and** c) find support for the strategy in research literature (journal articles preferably). See Moodle 'Assessment Task Information and Resources' folder for more information 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 – Safe Schools Hub Modules

Safe Schools Online Modules	Teacher and student wellbeing Creating culturally responsive classrooms
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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 online pre-service teacher modules located at the Safer Schools Hub located at <http://pplm.safeschoolshub.edu.au/Login/>

Please register in Week 1, as your first Module is due by **Sunday the 6<sup>th</sup> of March by 5pm**. It is an expectation that you will complete the activities, surveys, readings recommended for each module (see list below), and your 250 word 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 in Weeks 1, 5, 8 and 10. 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. This will be uploaded with your final Module journal entries on May 15<sup>th</sup>.

Module	<u>Additional</u> Reading/Viewing Required *Located mostly in Follow Up section	200 word minimum journal entry due date
Introduction & 5 Making connections- the role of engagement, skill development and safe schools curriculum	Read: Wu, C., & Heard, J. (2012). What makes learning stimulating? <i>Connect</i> , 196, 7-8.	Sunday, 5pm <b>6<sup>th</sup> of March</b>
2 We're all in this together – developing a supportive and connected school culture	Read: <i>Circle Time</i> and watch the AITSL clip (2) Read: <i>An Introduction to Cooperative learning</i> by Johnson and Johnson	Sunday, 5pm <b>10<sup>th</sup> of April</b>
1 National Safe Schools Framework	Read: Vincent, K., Hazzell, T., Allen, J, & Griffiths, T. (n.d.) New times, new teachers: valuing social and emotional wellbeing in teacher education.	Sunday 5pm <b>1<sup>st</sup> of May</b>
3 I'm OK you're ok – enhancing student safety and wellbeing	Read the Andrew Fuller pdf on the Adolescent brain in the REFLECT section. Note that the link to Andrew Fuller's article doesn't work. You can access them <a href="http://andrewfuller.com.au/free-resources/">here</a>	Sunday 5pm <b>1<sup>st</sup> of May</b>
4 Be positive! – positive behaviour management	Read 5 Tricky Personalities – and how to handle them by Bill Rogers	Sunday 5pm <b>15<sup>th</sup> of May</b>
6 A helping hand – early intervention and support	Nil	Sunday 5pm <b>15<sup>th</sup> of May</b>

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.

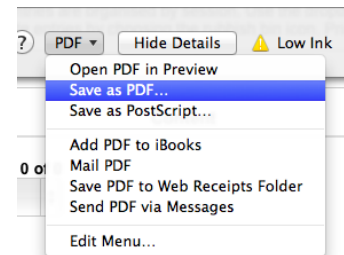
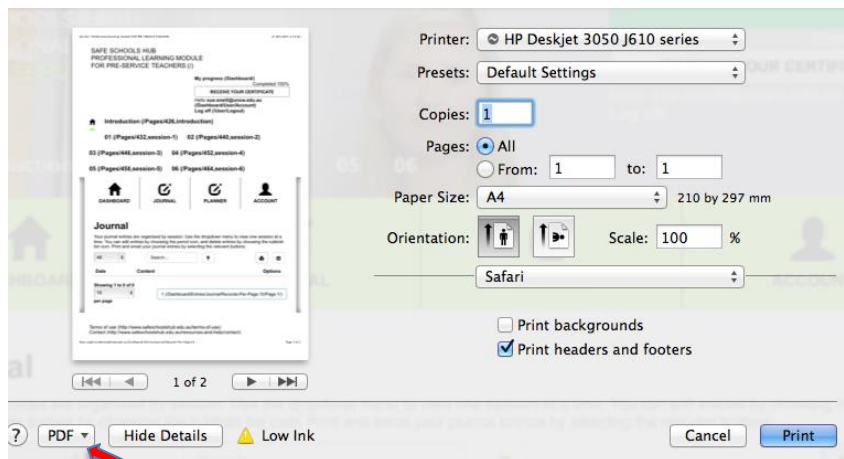
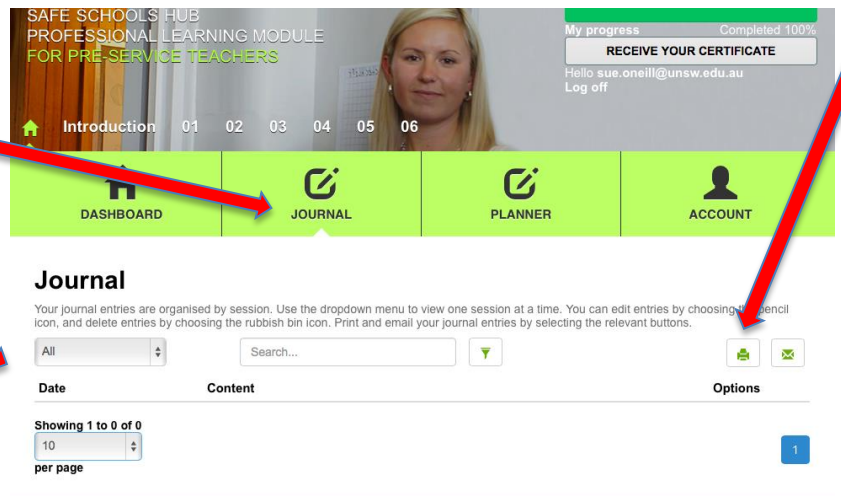
All Modules must be completed, as this and all tasks are hurdle requirements.

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

Please see the following pages for how to create the pdfs for your journal entries.

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 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 the Module you require (NOT the default)
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 when you have finished all your Modules, you should upload your Certificate of Completion.

### Submission of Assessment Tasks

All Module journal entries must be submitted in electronic form to Turnitin by 5pm on the due date. 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 in Moodle

### Feedback

Assessment Task	Feedback Mechanism	Feedback Date
One: Problem Solving Exercise	Written via Turnitin	Sunday, 17 <sup>th</sup> April
Two: CMP	Written via Turnitin	Monday, 13 <sup>th</sup> June
Three: Safe School Modules	Written via Turnitin	Sunday 5 <sup>th</sup> June

UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST4084/SAED3402

Student Name:

Student No.:

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 the course <b>and 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 (2006+) 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.**

UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST4084/SAED3402

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"> <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 <b>and 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  
FEEDBACK SHEET  
EDST4084/SAED3402

Student Name:

Student No.:

Assessment Task: **Safe School 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.**