



School of Education

EDST4084

Managing the Classroom

Term 1 2021

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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/>

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**1. LOCATION**

## STUDENT LEARNING OUTCOMES

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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.

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## AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

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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

**4. RATIONALE FOR THE INCLUSION OF CONT-0ION OF CONT-0ION OF CONT-0ION OF CONT-0ION OF CO5n9**

## 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>Flipped classroom activity: Designing ideal learning spaces (see Moodle). Equity cards. Micro-teaching: skill 1 Meeting and greeting your class.</p>
2	<p><b>Lecture</b></p>

	<p><b>Tutorial</b></p> <p>Individual and group contingencies to promote appropriate behaviour.</p>
8	<p><b>Easter Monday Public Holiday</b></p> <p><b>In lieu of the live Monday Lecture, please complete the Moodle Book activities.</b></p> <p>Consequences responding to low level disruptive behaviours of all students in inclusive classrooms. Least to moderately intrusive strategies. Culturally responsive redirection and management considerations.</p> <p><b>Tutorial</b></p> <p>Micro-teaching: skill 7 Redirection group prompts. CMP Assessment task questions. Classroom management philosophy.</p>
9	<p><b>Lecture</b></p> <p>Flipped Classroom Activities on the Acting-Out Cycle. Most intrusive strategies. Respectful exits</p> <p>The Acting-Out Cycle complete this module before attending 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>Micro-teaching: skill 8 Warning and choice statements. Responses to challenging behaviours.</p>
10	<p><b>Lecture</b></p> <p>Supporting students with special needs in the inclusive classroom. Whole school, trauma-informed approaches to managing challenging behaviours.</p> <p><b>Tutorial</b></p> <p>Developing a crisis management plan. MyExperience.</p>
11	<p><b>Assessment 3 Due. Monday 20</b></p>

## 8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Australian Professional Standards Assessed	National Priority Area Elaborations Assessed	Due Date
Assessment 1: Student Wellbeing Reflective Responses	1250 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 26 <sup>th</sup> Feb by 5pm
Assessment 2: Problem Solving Exercise	2000 words	40%	2,4,5	4.1.1, 4.3.1	B1,2,3,5,8,10	Friday 19 <sup>th</sup> March by 5pm
Assessment 3: Classroom Management Plan	2500 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	Monday 26 <sup>th</sup> April by 5pm

### **Submission of assessments**

assessment. All assessment will be submitted online via Moodle by 5pm. 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



## Assessment Details

### Assessment 1 - Reflective Responses to Student Wellbeing Hub Modules (20%)

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Online Modules	Modules 1 and 2
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To meet, in part, a number of graduate teacher standards, you will be expected to complete the two online learning modules on the Australian Student Wellbeing Framework located within the Student Wellbeing Hub at <https://studentwellbeinghub.edu.au/educators/professional-learning-courses/?courseType=pre-service>

Once you have created an account, you will need to complete the 2 pre-service teacher modules -

Background to the Australian Student Wellbeing Framework  
<https://learn.studentwellbeinghub.edu.au/course/view.php?id=33>

and

Engaging with the Australian Student Wellbeing Framework  
<https://learn.studentwellbeinghub.edu.au/course/view.php?id=34>

Module 1 takes about one hour to complete, Module 2 is a bit longer as you will get to know more about each of the five sections of the Framework. You can download the journal they supply and use it to record your responses if you like. A Word version of the journal template is also provided for you in Moodle.

Please register at the start of Week 1 or sooner, as we strongly you need to complete the 2 Modules by **the end of Week 2**. It is an expectation that you will complete the activities, quizzes, and readings recommended for each module.

You will be assessed on five (5) reflective responses to the material covered in the modules. Each response must be about 250 words in length. You will be **required** to submit your entries using the Word doc template supplied in Moodle, and then upload it

## **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. You must refer to Moodle for the videos to analyse, analysis guide, response template, and 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





