School of Education

EDST5133 Creating Engaging Learning Environments

Term 1 2021

Contents

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1. **LOCATION**

   Faculty of Arts, Design & Architecture
   School of Education
   EDST 5133 Creating Engaging Learning Environments (6 units of credit)
   Term 1 2021

2. **STAFF CONTACT DETAILS**

   Course Coordinator: Prof Terry Cumming
   Office Location:

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
	By completing this course, it is intended that students will be able to:	
1	Demonstrate an ability to engage students effectively in the	

6	Trauma informed practice. The neurosequential model. Case study of a local school. Reading: Perry (2006) chapter on the LMS	Social and pedagogical implications of ICT on personalised and group learning. Ethical use of and access to reputable material, and curation. Staying safe online, cyberbullying, plagiarism, privacy.
7	Supporting students with autism, intellectual disability and emotional and behavioural disabilities in the inclusive K-12 classroom settings. Video: F.A.T. City Workshop Reading: See readings on LMS system	Accommodations for diverse populations
8	Responding to students in regard to the escalation cycle. Tier 3 behavioural interventions. Iris Peabody Online https://iris.peabody.vanderbilt.edu/module/bi1/	

7. RESOURCES

Required Readings

De Nobile, J., Lyons, G., & Arthur-Kelly, M. (2020). Positive learning environments: Creating and maintaining productive classrooms. Melbourne: Cengage Learning.

Further Readings

Readings posted on the

Student Name: Student No.:

Assessment Task 2: **Classroom management plan**

SPECIFIC CRITERIA	(-)				
	(+)				

Understanding of the question or issue and the key concepts involved
 	
   understanding of the task and its relationship to relevant
     areas of theory, research and practice
   clarity and accuracy in use of key terms and concepts in
     Classroom Management					

Depth of analysis and/or critique in response to the task
 	
   depth of understanding of key behaviour and management
     principles, concepts and theories explicitly raised during the
     course and in your follow up readings.
   depth of analysis of personal management philosophy
   depth of analysis of theories/systems that underpin this
     philosophy
   clarity and depth of actual classroom management plan					

PROFORMA FOR THE CLASSROOM MANAGEMENT PLAN

PART 1: Philosophy

My beliefs and assumptions on:

the nature of children

how children learn

causes of behaviour

outcome and intention of discipline interventions

degree of control or coercion that is desirable

potential for students to be self-managing

role of the teacher

place of instruction.

PART 2: Theory

In relation to your philosophy:

what broad grouping of theories best suits you (laissez-faire,

interventionist, leadership and so on)

key elements of existing CM theories support your philosophy.

PART 3: Practice

BEHAVIOURAL EXPECTATIONS

Are they observable, measurable, positively stated with no question about meaning?
Do they coincide with school-wide expectations?
Procedures for teaching the expectations: how and when will they be taught?

CLASSROOM ARRANGEMENT

How the classroom can be arranged to most effectively promote learning
and positive behaviour.
Describe the climate of your classroom

STUDENT ROUTINES/PROCEDURES

Entering class
Requesting assistance
Passing out/in papers
Marking papers
Working with peers
Transitions
Class dismissal

TEACHER ROUTINES/PROCEDURES

Greeting students
Beginning instruction
Signaling for attention
Giving directions
Providing feedback
Marking

MANAGEMENT OF DIGITAL LEARNING AND EQUIPMENT

How will technology be incorporated into your teaching?
How will technology be incorporated into student learning
BYOD?
How will devices be managed?
  o   Include how you will manage student use of personal devices such as mobile phones

INSTRUCTIONAL PLANNING

What lesson plan format will you use?
What instructional techniques will you employ?
Describe parent communication that you plan to use
How will you work with students with diverse abilities?
How will you work with students from diverse backgrounds (Indigenous, ELL, etc.)?

PROCEDURES FOR ENCOURAGING POSITIVE BEHAVIOUR

Whole group
Individually

PROCEDURES FOR DISCOURAGING PROBLEM BEHAVIOUR

Consequences for not following rules/expectations

EMERGENCY PROCEDURES FOR SEVERE BEHAVIOUR