**ETL121: Productive Learning in Diverse Classrooms**

**1: Overview of the Classroom Management Model**

**Learning Outcomes**

**On completion of this unit students should be able to have:**

* an understanding of the importance of a social justice framework in creating positive relationships in diverse classrooms and early childhood settings.
* an awareness of and an ability to critique a range of classroom management models which apply to all school and early childhood settings
* an ability to apply anti-bullying strategies in the classroom and early childhood settings
* a capacity to help students and very young children develop positive self-concepts and resiliency
* an awareness of a range of behavioral disorders that impact on the social dynamics of the classroom
* an ability to work collaboratively to effect positive change
* the ability to use a variety of strategies to manage peer relationships and to foster productive learning for students

**Task 1: Given that this unit is all about understanding and learning to manage the behavior of students in the classroom, what specific ‘learning outcomes’ do YOU want to have achieved by the end of this unit?**

* Declarative Knowledge:what do you want to know about children’s behavior and management of it?
* Procedural Knowledge:what do you want to be able to do (at a simple level) by the end of this term (in relation to managing student behavior)?

**Assessment Tasks**

**Task 1: Inappropriate Behaviour Analysis (supported): 600 words**

Choose **2** inappropriate behaviours that you have observed. For each behaviour:

1. Describe Setting and Behaviour
2. Describe Teacher Response
3. Describe Student Response
4. Present Your Possible Alternative Response: Discuss the responses (2 and 4) in class and make links to behavioral theories from the set text (e.g. Glasser, Dreikurs etc.)

**Task 2: Inappropriate Behaviour Analysis (Independent): 600 words**

Repeat the exercise with two more behaviours. This time independently link the theory to the responses.

**Some ‘Fertile Questions’**

Should we aim to have a quiet and calm classroom?

Is a noisy classroom a bad classroom?

Should we concentrate on creating engaging, well planned lessons, because then, we won’t need to worry about behaviour?

Should we try to teach children how to behave, or leave that to their families?

Are some students simply unable to function successfully in a classroom? If so, what should be do?

**Overview of the Model: Plan - Do – Review**

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**Terms:** after discussion, write these down in your own words (here and/or in your glossary)

* + - Theory/Theorist:
    - Preventative Practice:
    - Ecological Perspective:
    - Intervention:

Key Theories we’ll cover: Ecological theory (Uri Bronfenbrenner)

Choice theory (William Glasser) all three empahsise taking an Goal-centred theory (Rudolf Dreikurs) ecological perspective

4 Key Preventative Practices Being a reflective practitioner

Building positive relationships through effective communication (see ETL111, Dim1)

Giving students quality curriculum and instruction

Establishing an organised classroom (Dim 1 Classroom climate)

Various Key Interventions Psycho-educational strategies

Behavioural strategies

Outcomes: safer, happier, more motivated and productive students

Improved professional ability and satisfaction for teachers

The model is a cycle.

**Applying the Model**

YOU choose, based on your own Teaching Philosophy, how you use the model: which theories to use, which preventative practices to put in place, which interventions to use.

**But . . . . .what are the boundaries/limits of what you can choose to use and do?**

**TASK 1:** a)Get a copy of CEO’s student welfare/bevaviour policy. What is it called?

b) Get a copy of LACEC’s student welfare/behaviour policy. What is it called?

Put both in your ETL121 folder, as we will be referring to them during this unit.

**TASK 2: Observing Classroom Management**

In the rest of this week before next lecture, negotiate a time (min of 20minutes, pref a whole lesson) with your mentor when you can use the ‘Observing Classroom Management’ template to formally observe the management procedures the mentor uses in the classroom.

1. During the lesson you observe, write your observation notes either on the template itself (then stick it into your Reflective Journal) or use the template headings and write directly into your Journal.
2. Discuss your observations with your Mentor and write notes about what they say.
3. Write a reflect ion on what you observed and what the Mentor said: remember the two key questions to help you reflect:

* Why . . . did the student(s) behave or respond to teacher behaviour that way
* Why . . . did the teacher behave or respond to student behaviour that way
* What if . . . the teacher had done something differently?