

ETL121: Productive Learning in Diverse Classrooms

2: Key Theories

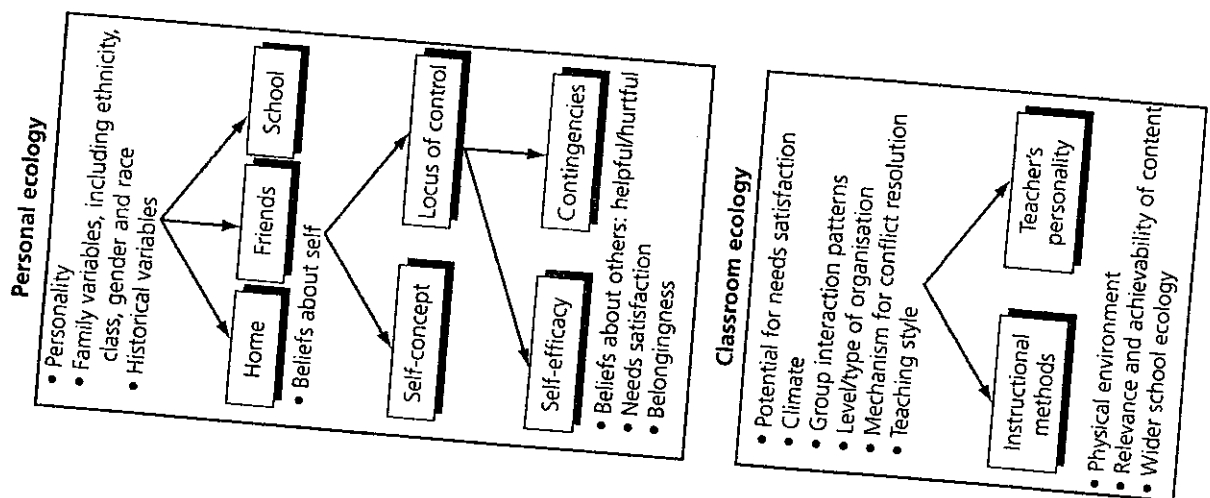
Reading: Chapter 2 Arthur-Kelly

1. **Ecology:** 'the term ecology is used here to emphasise the complex and sensitive relationship that involves every element in the context of a child's life'. highlight the central key word that helps make sense of this idea

Ecological Influences on Behaviour: sociocultural (family and cultural background)

Classroom and school factors (relationships in the school community, classroom fig 2.2)

Personal (personality, beliefs, needs fig 2.2)



2. **Preventative Practices:** look at Box 2.3 on: classify the 6 teacher skills into 2 or 3 groups, with headings

Your own skills: which of these 6 do you think you could be strongest at? Weakest?

BOX 2.3

TEACHERS WHO HAD GOOD CONTROL...

- were better organised
- were better prepared
- managed transitions and movement smoothly
- maintained a group focus
- displayed 'with-it-ness' (alertness) by regularly scanning the class for disruptions, and planning for variation in activities
- were able to 'overlap' (attend to several things at once).

3. **Psychoeducational Approaches:** 'seek to prevent or address negative beliefs, thoughts or feelings that students may develop' which leads to challenging behaviour: What examples can you think of children's

Negative beliefs	
Negative thoughts	
Negative feelings	

4. **Applied Behaviour Analysis** p31-32: focuses on 'observable behaviour. The behaviorist is not concerned with unseen factors like thoughts, emotions and beliefs.'

Look at the box on p31: what is the link between the first principle and the third one?

Key Terms

Ecological Preventative Practices Interventions Psychoeducational approaches Applied behaviour analysis

In Practice

1. **Two Conversations (between the teacher and student):** managing conversations, learning conversations:

Your last class: draw the proportions of the two conversations in any diagram that works for you . . .

The perfect class: draw the proportions of the two conversations . . .

2. **My number one classroom rule:** think, pair share

My Management Style?

Authoritarian: 'assertive discipline'

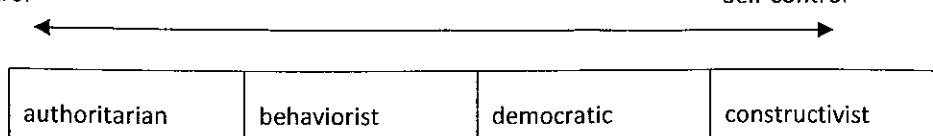
Behaviorist: e.g. using reinforcement and extinction strategies

Democratic: procedural fairness: recognition of rights and responsibilities of teacher and student; clear expectations and reasonable consequences

Constructivist: Glasser: behaviour driven by five needs: survival, belonging, power, fun, freedom. Teach children to take responsibility for their behaviour choices

External control

Self-control



All approaches can be used well or badly: it's about balance between:

1. Strategies used to teach **expectations** to students
2. How teachers **acknowledge** students when they behave appropriately
3. How they **correct** them when they behave inappropriately.

Draw a see-saw and label the three elements . . .

Can you think of an example of each of the three imbalances (where one of the three is missing or inadequate)

The difficult individuals . . . building the positive relationship when it's easier said than done: Choose how you behave: calm and friendly, providing meaningful work that the student can do, and acknowledging incremental improvements

People who like and respect you typically . . .

- Remember your name
- Greet you cheerfully
- Listen to your ideas
- Show concern when you're not doing well
- Back off when you're preoccupied or angry

How to apply the above . . .?



- TASK 1:**
- a) Get a copy of CEO's student welfare/behaviour 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 reflection 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?