

Syllabus

CLASSROOM MANAGEMENT

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Year/semester

Year 1, Semester 2

Credit value

3 credits

Prerequisites

Successful completion of semester 1 courses

Course description

One of the foremost reasons cited for teacher burnout is the challenge of classroom management. This comes as little surprise as classrooms are crowded, busy places in which students of diverse backgrounds and learning styles must be organized, directed, and actively involved in learning. Many events need to occur simultaneously, and the course of these events is often unpredictable. Teachers must react often and immediately to evolving problems and needs. Teaching in such settings requires a highly developed ability to manage people, space, time, and activity.

A programme of study that aims to prepare prospective teachers must, therefore, equip them with knowledge and strategies for becoming effective classroom managers. In its narrowest sense, classroom management is defined in terms of disciplining and controlling students. However, this course places the goal of student learning at the heart of classroom management. That is, it views the best-managed classrooms as ones in which each learner is effectively engaged in constructing knowledge. To this end, teachers must manage teaching content, plan lessons, develop responsive instructional strategies, differentiate instruction, create predictable structures and routines, and connect learning to the real world outside the classroom. It also views the best-managed classrooms as learning communities with shared values of respect and caring.

In this course, prospective teachers will be encouraged to explore their own beliefs about teaching and learning to arrive at a philosophy of classroom management that places learning as an ultimate goal. Prospective teachers will be given the chance to explore curricular concerns of what to teach and how to teach it and to view lesson planning as the consequence of these decisions. They will also study research and best practices on differentiation of instruction, classroom structures, routines, procedures, and community building.

Course outcomes

After completing this course, Student Teachers will be able to:

- Define classroom management as a means to maximizing student learning
- Identify key features of a well-managed classroom
- Plan lessons, activities, and assignments to maximize student learning
- Differentiate instruction according to student needs, interests, and levels
- Design and practise predictable classroom routines and structures to minimize disruptions
- Plan for a culture of caring and community in the classroom.

Learning and teaching approaches

This course assumes that prospective teachers will develop their own plans for classroom management as a result of what they learn in this 16-week course.

This course relies on peer discussions, independent reflections, and class lectures. It also assumes that Student Teachers will read all the recommended text and ask provocative questions of themselves and during class. Students are expected to listen with tolerance to new points of view and contribute their understanding and experiences during discussions.

Semester outline

1

UNIT 1: Learning theories and classroom management (4 weeks/12 hours)

Week #	Topics/themes
1	<p>Why a course on classroom management?</p> <p>How does personal philosophy about teaching and learning affect beliefs about classroom management?</p> <p>What happens in a well-managed classroom?</p>
2	<p>Classroom observations and data collection (Students spend 6 hours in a classroom including class and out-of-class hours.)</p>
3	<p>What are the features of classroom management (e.g. physical environment, social environment)?</p> <p>What challenges must teachers negotiate in the management of a classroom?</p> <p>How do classroom discipline and management differ?</p> <p>What kind of classroom environment do I want?</p>
4	<p>What do I need to think about in designing an effective classroom environment?</p> <ul style="list-style-type: none"> • Identify resources for learning. • Use displays and visuals to enhance the learning environment in the classroom. • Arrange seating for different kinds of learning experiences. • Employ physical facilities to enhance the learning environment. • Build the social environment.

2

UNIT 2: Curriculum and classroom management (4 weeks/12 hours)

Weeks #	Topics/themes
5-8	<p>How can my curriculum support classroom management?</p> <p>In what ways can teachers create a plan for teaching and learning that is consistent with their philosophy?</p> <ul style="list-style-type: none"> • Planning, motivating, teaching, and assessing the curriculum • Differentiation of instruction • Multigrade classrooms • Overcrowded classrooms

3**UNIT 3:****Routines, schedules, and time management in diverse classrooms
(3 weeks/9 hours)**

Week #	Topics/themes
9	<p>What are classroom routines and structures? How do they help in the management of classroom time?</p> <p>How do you create structures and routines in a multigrade context?</p> <p>How can routines and structures help me deal with special needs and situations?</p>
10	<p>How might routines and structures be used to teach specific subject content such as maths, science, or literacy?</p>
11	<p>How might routines and structures be used to promote co-operation and collaborative learning?</p>

4**UNIT 4:****Creating shared values and community (2 weeks/6 hours)**

Week #	Topics/themes
12	<p>What is community inside and outside the classroom and school?</p> <p>What is community participation and involvement?</p> <p>What are typical practices of community participation?</p>
13	<p>How can I involve the community in my classroom?</p> <p>What routines and structures need to be put in place for community involvement in schools and classrooms?</p> <p>In what ways might community involvement be different in multigrade classroom?</p>
14	<p>How can I create an ethic of care in my classroom?</p> <ul style="list-style-type: none"> • Diverse classrooms as caring, democratic communities • Respectful relations between teacher and students and among students
15	<p>How can a caring classroom help me build responsible actions and personal accountability?</p> <p>What happens when behaviour breaks down?</p> <p>How do I deal with unexpected events?</p>

5

UNIT 5: Course review

Week #	Topics/themes
16	<p>How can I use what I have learnt to create the classroom I want?</p> <ul style="list-style-type: none"> • Peer critique and review of final projects • Summary and close

Suggested resources

Note: The PDF versions of each of these books can be read online for free from the websites listed below.

L. Canter, 'Assertive Discipline: More than Names on the Board and Marbles in a Jar' (publication date unknown)

➤ http://campus.dyc.edu/~drwaltz/FoundLearnTheory/FLT_readings/Canter.htm, accessed on 28 February 2011.

C. Evertson, I. Poole, the IRIS Center, *Norms and Expectations*

➤ http://iris.peabody.vanderbilt.edu/instructors/guides/case_studies/ICS-003-ICpdf, accessed 20 January 2011.

C. M. Evertson and E. T. Emmer, *Classroom Management for Elementary Teachers* (8th edn., Upper Saddle River, NJ: Pearson, 2009).

M.R. Henley, 'Introduction to Proactive Classroom Management', *Classroom Management: A Proactive Approach* (Upper Saddle River, NJ: Pearson, 2009), Available at:

➤ http://ptgmedia.pearsoncmg.com/images/9780135010631/downloads/Henley_Ch1_IntroductiontoProactiveClassroomManagement.pdf

R. J. Marzano, J. S. Marzano, and D. Pickering, *Classroom Management That Works: Research-Based Strategies for Every Teacher* (Alexandria, VA: Association for Supervision and Curriculum Development, 2003). Available at:

➤ <http://www.questia.com/library/119451162/classroom-management-that-works-research-based-strategies>

S. Vincent, *The Multigrade Classroom: A Resource Handbook for Small Rural Schools – Book 3: Classroom Management and Discipline* (Portland, OR: Northwest Regional Educational Laboratory). Available at:

➤ http://educationnorthwest.org/webfm_send/1152

Summary of essential knowledge

Just as the goal of managing a business is profit maximization, the goal of managing a classroom is learning maximization. A classroom may appear to be operating effectively and in an organized manner, but if all the students are not engaged in learning, this classroom is not well managed. In contrast, a classroom might appear to be chaotic, with noise and activity that make it difficult for the outside observer to tell what is going on. However, if all the students are actively engaged in learning and can name what they are doing to learn, the classroom is probably well managed.

Classroom management involves decisions about what to teach and how to teach it. This is not simple. Every classroom has diverse learners. In order to reach every learner at their level, the teacher has to differentiate instruction. Classroom management also involves rules, procedures, routines, timetables, and managing the physical and social environments. It also involves setting a protocol for acceptable behaviour and communicating effectively so that students are clear about what is expected of them.

There is a difference between extrinsic and intrinsic rewards. Extrinsic rewards are things given to a student such as a star, praise, tokens, stickers, or sweets. Intrinsic rewards are things that occur inside the individual such as pride, interest, and self-esteem. To give a learner intrinsic rewards is more difficult, but it is also more meaningful and longer lasting.

Punishment and discipline are not the same thing. Discipline involves teaching right from wrong, and it includes methods to prevent or respond to behaviour problems so they do not occur in the future.

Common misconceptions

- The best-managed classroom is one in which the teacher (instead of the student) is in control of learning.
- The quietest classrooms are the best managed.
- The goal of classroom management is peace and discipline.
- Classroom management relies on threats and punishment.
- Classrooms are homogeneous.
- Each class has fixed content that must be taught.
- The same content must be taught to all the students in one class.

Sample assignments

1. Classroom management plan

Choose any subject/discipline and class, and create a classroom management plan.

Your plan should highlight the following:

- details of your classroom management philosophy (e.g. your ideas about what a well-managed classroom is, what it should look and feel like)
- the physical layout of your classroom (Explain why you chose this layout and whether you will vary it during the day or week.)
- rules and student responsibilities
- routines/rituals and procedures
- activities to foster a community and an environment for caring
- your methods for dealing with disruptions

2. Multigrade classroom lesson plan

Choose a subject of your liking and prepare a 60-minute lesson plan for a classroom that has children in classes 2–4.

You may use activity corners as well as multiple resources in the room to differentiate group tasks. Also, you can invite a community member/paraprofessional to speak.

Provide descriptive details of your lesson and seating plan. For example, how would you differentiate instruction for the diverse learners in the room?