



Developing your personal philosophy of classroom management

This resource consists of a series of linked activities chapter-by-chapter to the De Nobile et al 2021 course text *Positive learning environments: Creating and maintaining productive classrooms*. These activities enable you to progressively work on and develop your own philosophy, plan and style of classroom management for Assessment 2.

A classroom philosophy, simply put, is a statement of what you believe about how to best manage a class and how you will go about achieving that vision. This resource will help you build it bit by bit by the end 10 you should be able to bring your work together to form your classroom philosophy.

FINAL PERSONAL PHILOSOPHY FOR ASSESSMENT 2

After you complete your Log, insert in the box below your final personal philosophy (max 1000 words).

I believe positive learning environments (PLE) are collaborative, not coercive, where power is equitably distributed. Congruent to my socio-emotional strength and lack of assertive dominance, I value learner diversity and wellbeing, firmly respecting students' autonomy and independence, influenced by personal experiences of accomplishing more authentic learning when teachers supported and trusted my judgement. Initially I struggled to consolidate *student autonomy* and *class discipline*, but Glasser's Choice Theory highlighted the importance of student agency in aligning autonomy and discipline, through choice (de Nobile et al., 2017). This allows me to identify and cater to students' needs by adopting democratic discipline among other strategies, to support student autonomy and thus self-regulation. Prior to learning the distinction between *authoritative* and *authoritarian* classroom management approaches, I assumed that by valuing student autonomy I took a permissive approach. Now I understand that valuing consistent

classroom rules over assertive discipline, aligns my teaching philosophy with authoritative principles.

Studying student misbehaviours and observing classrooms, have ascertained the impossibility to anticipate *every* challenging behaviour. Rather than attempting to generalise or solve individual ill-structured problems, I seek preventative measures to evoke authentic learning and participation, by invoking student interests, curiosity and feelings of belonging, to reduce reasons for misbehaviour. I will support long-term student self-regulation by scaffolding for socio-emotional learning (SEL) and student agency. I will take a restorative problem-solving approach (PSA) guided by the Lyford model, to examine classroom culture and climate, physical environment and instructional practice (de Nobile et al., 2017) to determine suitable interventions, informed by the severity of, and reason for disruptive behaviours. Herein, I will outline my classroom management plan (CMP) and ongoing review of implementation strategies.

My CMP prioritises preventative strategies by embedding PSAs within instructional practice and classroom culture to establish a PLE (see Figure 1). I hope to utilise Problem-Based Learning (PBL) for academic outcomes and SEL to build meaningful relationships and mutual support for wellbeing, whilst familiarising students with expectations, consequences and responsibilities. My Design and Technology *instructional practice* is underpinned by principles of Universal Design for Learning (Cologon & Lassig, 2020) and Connected Learning (Ito et al., 2012), and work experience User Interaction (UI) design. Accessibility, inclusion and representation of *all* learners are considered when curating audio-visual and interactive content. Student-guided PBL projects and group activities combine tangible and tactile activities, with critical thinking explicitly relevant to learning

goals, minimising extraneous cognitive load, whilst enabling students to integrate knowledge and interest for authentic learning (DET, 2003). This engages social interaction, mutual contribution and self-regulation, activated by problem-solving for personal stake (Davis & Fullerton, 2016).

My *classroom culture* engages democratic discipline and SEL to centre student agency and align teaching and learning goals. I envision outlining behavioural expectations encompassing mutual respect and support, for *all* individuals and their goals, supplying explicit examples of supportive behaviours including discussion contributions, juxtaposed with unsupportive behaviours like unproductive feedback and aggression. Subsequently, students are invited for democratic discussion to negotiate aligned *goals*, behavioural *expectations* and *consequences*. Establishing shared values obligates myself and students to accept self-regulating responsibility, in return for empowered self-determination. Deconstructing hierarchy provides me opportunities to model prosocial behaviours and communicate with students on a human level, encompassing expressions of vulnerability and communicating that authoritarian power is not exercised without breach of trust or severe misbehaviour such as bullying, violence or property damage.

Choice theory suggests that student behaviours reflect their needs (de Nobile et al., 2017). When safety, belonging, autonomy, freedom and enjoyment are perceived, cognitive load is reduced to improved self-efficacy for learning (Arnett, 2013; Eggleston et al., 2021). Employing PBL, explicit instruction and content integration enhances SEL (CASEL, 2021), supporting higher expectations to boost confidence and encourage substantive communication. For example, incorporating a collaborative poster-design project to communicate negotiated classroom culture, and displaying the poster, can

evoked feelings of belonging and contribution, supporting self-regulation. Simultaneously, I can assess curriculum outcomes, and encourage social support and relationship building through collaboration (CASEL, 2021). The *physical environment* reinforces inclusion and engagement with co-created posters to reflect design inspiration, diversity, class culture and SEL. Seating corresponds to instructional activity instilling curiosity and implicit communication, by grouping tables to indicate collaboration and employing U-shape arrangements for teacher-centred lessons. These combined strategies seek to support students in identifying their needs, regulating emotions and building protective factors for wellbeing, and self-regulating for authentic learning.

Figure 1

CMP



Despite interference with teaching goals, I believe misbehaviours simply communicate unmet needs. I value them as opportunities for SEL and professional development.

Invoking cognitive behavioural approaches (de Nobile et al., 2017) I will empower

students to reflect, communicate and self-regulate behaviours, aligned with their goals (Figure 1). My CMP consists of a response hierarchy (de Nobile et al., 2017) which considers the relevance and nature of behaviours. Off-task behaviours are reconnected to learning goals to encourage critical thinking, student contribution and improve student-teacher rapport. Cooperative PSAs are engaged to evoke cognitive reflection and self-awareness to reduce learning barriers. Students will be asked to assess how behaviours affect others and if it aligns with their goals. Subsequent communication of needs, and change in behaviour or goals are encouraged. Alternatively, I may need to reassess the transparency of my expectations and if behaviours were indeed disruptive. By exercising long-term operant conditioning with positive reinforcement, I want to guide students towards purposeful extinction of misbehaviours on their own accord, reinforcing cognitive reasoning, conflict resolution and self-regulation. Authoritarian responses including detention or escalation are last resorts.

Professional development encompasses ongoing self-reflection and evaluation of practice, values, strengths and weaknesses. I hold myself accountable to behavioural expectations I expect students to reciprocate and have yet to learn how personal assumptions impact student behaviours. I seek ongoing improvement of my understanding of individual students to partner effectively with families (CASEL, 2021) and select high quality instructional content of *significance* (DET, 2003). I am still navigating the scope and limitations of my work and await practical experience in managing violent behaviours or serious mental health concerns. The Lyford cycle of planning, implementation and review (de Nobile et al., 2017) parallels action research methods which will drive my continual professional development. As a designer, I am

inclined to explore data-driven user engagement, with instructional materials, delivery and assessment methods, to understand strategic feasibility and points of improvement. Additionally, recording reasons and instances of misbehaviour combined with student feedback about how they learn can better equip me to support them. I will collate a database of resources for professional practice, wellbeing, open education, design teaching and instruction. I seek to address professional knowledge, practice and engagement holistically to achieve PLEs (NSW Education Standards Authority [NESA], 2018).

References

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- de Nobile, J., Lyons, G., & Arthur-Kelly, M. (2017). *Positive Learning Environments: Creating and Maintaining Productive Classrooms* (1st ed.). Cengage Learning.

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NSW Education Standards Authority. (2018). *Australian Professional Standards for Teachers*.
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Acknowledgements

My teaching philosophy structure is inspired by the Lyford Model (de Nobile et al., 2017) cycle and cross-section, which informs my professional development plan CMP respectively.

de Nobile, J., Lyons, G., & Arthur-Kelly, M. (2017). *Positive Learning Environments: Creating and Maintaining Productive Classrooms* (1st ed.). Cengage Learning.

My understanding of my authoritative classroom management stance is from Roberto Parada's emphasis on the difference between authoritative and authoritarian approaches in the Week 2 lecture.

Parada, R. H. (2021). *Relationships, Communication, Teacher Beliefs and Reflection* [lecture slides]. Western Sydney University.

My views on the importance of student agency is informed by William Glasser's Choice Theory (de Nobile et al., 2017) and interview discussions with multiple participants in Assessment 1, where teachers and a speech pathologist emphasised that misbehaviours are unregulated means for students to communicate their needs. All of Roberto's Parada's lectures also emphasised *reason* for student behaviours. Understanding of student behaviour is supported also by the Pain Model (de Nobile et al., 2017).

de Nobile, J., Lyons, G., & Arthur-Kelly, M. (2017). *Positive Learning Environments: Creating and Maintaining Productive Classrooms* (1st ed.). Cengage Learning.

My views on student-directed learning and PDL as universal approaches eventuated from Kohn's student directed learning (Woodly, 2016), supported by Connected Learning principles which I researched in the Designing Curriculum Futures unit, emphasising student-directed projects for authentic learning (Davis & Fullerton, 2016; Ito et al., 2012).

My thoughts on the most efficient way to implement Universal Design for Learning ([UDL];Cologon & Lässig, 2020) for the Design and Technology syllabus, from the Inclusive Education Principles and Practice unit, invoked the need for PBL to differentiate for *all* students.

Cologon, K., & Lassig, C. (2020). Universal approaches to curriculum, pedagogy and assessment. In L. J. Graham (Ed.), *Inclusive education for the 21st century: Theory, policy and practice* (pp. 17-54). Allen & Unwin.

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My views of instructional approach through user friendly lens are influenced by User Interaction (UI) design principles from personal industry experience, and my mentor Lauren Austin, from Academy Xi. My personal views about user inclusion was reinforced by learnings about UDL (Cologon & Lassig, 2020) and how it aligns with my values.

Cologon, K., & Lassig, C. (2020). Universal approaches to curriculum, pedagogy and assessment. In L. J. Graham (Ed.), *Inclusive education for the 21st century: Theory, policy and practice* (pp. 17-54). Allen & Unwin.

My views on family partnership and involvement through inclusive integration of classroom culture and content is from CASEL (2021) and the strong emphasis on family partnerships from the Inclusive Education Principles and Practice unit.

CASEL. (2021). *What Is the CASEL Framework?* Collaborative for Academic, Social, and Emotional Learning. Retrieved October 01, 2021, from <https://casel.org/fundamentals-of-sel/what-is-the-casel-framework>

My views about preventative measures for self-regulation comes from a combination of cognitive approaches to behavioural management, such as the week 4 module video about operant conditioning, cognitive behavioural modification approaches (de Nobile et al., 2017), the CASEL (2021) framework for how to support SEL, understanding of adolescent cognitive development from Arnett (2013) and cognitive load (Hanham et al., 2017), developmental science related to trauma-responsive approaches (Eggleston et al., 2021), and the Wellbeing Framework for Schools (DEC, 2015) which outlines the relevance of focus.

Arnett, J. J. (2013). *Adolescence and Emerging Adulthood: A Cultural Approach* (5th ed.). Pearson.

CASEL. (2021). *What Is the CASEL Framework?* Collaborative for Academic, Social, and Emotional Learning. Retrieved October 01, 2021, from <https://casel.org/fundamentals-of-sel/what-is-the-casel-framework>

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NSW Department of Education and Communities. (2015). *The Wellbeing Framework for Schools*. <https://education.nsw.gov.au/content/dam/main-education/student-wellbeing/whole-sch>.
https://education.nsw.gov.au/content/dam/main-education/student-wellbeing/whole-school-approach/Wellbeing_Framework_for_Schools.pdf

My views on learner diversity, inclusion and accessibility is informed by UDL approaches, and supported by intersectional social justice perspectives which links to quality teaching significance (DET, 2003). This includes gender and sexuality diverse students (Ferfolja & Ullman, 2020; Grant et al., 2021), students with disabilities (Cologon & Lassig, 2020), intersections of race, ethnicity, language (Merga, 2020) and SES backgrounds (ACARA, 2015; Davis & Fullerton, 2016). These address areas of representation, accessibility, multiple means of engagement for diverse learners.

Australian Curriculum, Assessment and Reporting Authority. (2015). *What does the ICSEA value mean?*

https://docs.acara.edu.au/resources/About_icsea_2014.pdf

Cologon, K., & Lassig, C. (2020). Universal approaches to curriculum, pedagogy and assessment. In L. J. Graham (Ed.), *Inclusive education for the 21st century: Theory, policy and practice* (pp. 17-54). Allen & Unwin.

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International Journal of Inclusive Education, 25(3), 394-410.

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Merga, M. K. (2020). "Fallen through the cracks": Teachers' perceptions of barriers faced by struggling literacy learners in secondary school. *English in Education*, 54(4), 371-395.

<https://doi.org/10.1080/04250494.2019.1672502>

NSW Department of Education and Training. (2003). *Quality teaching in NSW public schools: A classroom practice guide*. Professional Support and Curriculum Directorate.

My understanding of teachers' obligation and work is informed by the standards (NESA, 2018), quality teaching framework (DET, 2003) and the Wellbeing Framework (DEC, 2015)

NSW Department of Education and Communities. (2015). *The Wellbeing Framework for Schools*. <https://education.nsw.gov.au/content/dam/main-education/student-wellbeing/whole-sch>.

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My interest in pursuing action research is inspired by the Researching Teaching and Learning unit with Erika Smith and informed by Mertler (2017).

Mertler, C. A. (2017). *Action Research: Improving Schools and Empowering Educators* (5th ed.). Sage.

My views on increasing protective factors and reducing risk factors for wellbeing is from the BeYou modules and the CASEL framework.

Be You. (2019). Supporting evidence for the Be You Professional Learning:

Learning resilience domain. <https://beyou.edu.au/-/media/learn/literature-reviews/learning->

[resilience.pdf?la=en&hash=3518011F09943620890A9B9ACF05EAF9A99C6](https://casel.org/fundamentals-of-sel/what-is-the-casel-framework)

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PPLE Log Reflection Questions Autumn 2021

Week 1: Introduction

What is a 'good teacher'? Think about the teachers from your days in primary and secondary schooling. What qualities did they have that made them 'good'?

Using the what you have learnt about ill structured vs structured problems in relation to classroom behaviour, what do you think are the key considerations when a teacher is planning their strategy for classroom management?

A good teacher embraces quality teaching standards (NESA, 2018) encompassing the domains of professional knowledge, practice, and engagement. This involves knowledge about student backgrounds, how they learn, and regularly undertaking reflection and review of content delivery, assessment, and communication methods to engage, motivate and meet the needs of all students. A good teacher can negotiate between discipline and student autonomy through effective classroom management by building relationships with students and welcoming student feedback. A successful teacher will adapt or tailor for themselves, unique models for regular review of classroom management strategies and implementations methods, taking into consideration the learning environment. The Lyford model is an example of this.

Based on what I have learned, challenging behaviours generally tend towards ill-structured problems, without an umbrella solution for classroom management. Key contextual factors need to be considered when managing challenging behaviours in classroom environments, such as the reason behind the individual's behaviour, the severity of disruption to the lesson, teacher assumptions and communication of expectations, and social contexts of the problem. When strategizing for classroom management the nature and relevance of the problem need to be considered with implementing appropriate teacher discipline or "response hierarchy" (De Nobile et al., 2017, p.27). The challenging behaviour should be viewed as a co-operative problem for the teacher and student to solve, rather than a deficit of the student.

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Week 2: Relationships, communication & professional reflexivity

Briefly outline your understanding of how beliefs can help or hinder your ability to create positive learning environments.

Teaching philosophies often describe the way a teacher will interact with their students and this, in turn, provides a window into the classroom climate that a teacher is trying to establish. Describe what you hope students will say about learning from you and being in your classroom.

High expectations can help establish a “positive classroom climate based on trust” (De Nobile et al., 2017, p.54), by building relationships we instil trust between students and teachers which separates us from stereotypes. By believing that students are respectful we are likely to treat them respectfully and encourage reciprocation. We establish shared beliefs by giving students the opportunity to negotiate acceptable classroom behaviour, ensuring their autonomy in behavioural management. The problem in cases of challenging behaviour, is the behaviour, not the student. Wrongful assumptions and low expectations can lead to deficit thinking about student behaviours, such as the case study in De Nobile et al. (2017) exemplifies Karen’s reflection, who believed that focus on challenging behaviours had distracted her from “building an interesting and welcoming classroom” (De Nobile et al., 2017, p.37), which would in turn reduce said behaviours.

My hope is that students describe learning from me as fun and easy, supportive instead of authoritative, and exhibiting communication at their level involving listening, care and genuine interest in students and class content. Students would express that authoritative power is not exercised without breach of negotiated boundaries. They will consider the classroom as a safe explorative space where their personal goals, teaching outcomes, and class learning goals align. Goals will be supported by myself and peers, with transparent expectations, mutual respect, diverse activities, and occasional off-task conversations which allow students to express unique identities, and myself to understand my learners. Off-task conversations will then be connected back to classroom content for quality learning connectedness.

References

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Week 3: Review of classroom management theories

This week you have been introduced to some theories of behaviour/classroom management. Your readings (Ch. 8 & 9 of the text) introduced you to different views on why young people misbehave and particularly what to do about it. Some of these might have caused you to react in some way, either negatively or positively. Of the ones you developed a positive feeling about, was there a particular theory that stood out? Was there a theory or approach that you felt might fit your view of how children should be treated and how teaching happens?

I feel positively about Glasser's Choice Theory which places emphasis on the student's behaviour as a response to unmet needs. (De Nobile et al. 2017, p.269). Combining this with Kohn's Student-Directed Learning (Woodly, 2016) mentioned in the module video, I feel that this fits my view of looking for behavioural "motivators within the student" (De Nobile et al. 2017, p.258), when managing student behaviours in the classroom. I believe learning should be guided by student needs, aligned with learning outcomes, with a variety of activities which can be fun, engaging and makes real-life connections for students. I do not view student vocalisation, questioning or off-topic curiosity as misbehaviour, rather as ways for students to make connection to learning materials in their own way, and teaching which engage these curiosities allow students to connect and thus invest in their learning.

References

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Week 4: Principles of behaviour modification

This week we looked at fundamental aspects of behaviourism and learning (see Ch. 6 & 7 of your text) which provide examples of the application of such theory and research to classroom management and behaviour change. Important concepts such as reinforcement, functional purpose of behaviour and behaviour shaping are discussed. Provide an example of how you may use some of these techniques to assist a student with their behaviour in your class. What are your thoughts about using behavioural techniques in the classroom?

I feel particularly aligned with the cognitive behavioural theories of behavioural management in the classroom. I am inclined to use techniques of discussion and questioning in the classroom when managing misbehaviour. If students were to disrupt other consistently, I would appeal to their worldview, and discuss with them the purpose of their action, their understanding of its impact on others and their intended goals and reasoning for their behaviour. The purpose of this is to assist them in shaping understanding of their own behaviours and scaffolding to change the "student's worldview [...] in order to change their behaviour" (De Nobile, 2017, p.189). This may be a slow process involving patience and long-term operant conditioning for reinforcement but is far more effective than punishment. I believe it is also more effective to drive

students towards purposeful extinction of misbehaviour on their own accord, supporting long-term self-regulation and cognitive reasoning skills.

References

De Nobile, J., Lyons, G. & Arthur-Kelly, M. (2017). *Positive Learning Environments: Creating and Maintaining Productive Classrooms*. (1st ed.). Cengage Learning Australia.

Week 6: Applying behaviour modification in schools PBIS

Positive Behaviour Intervention and Support also known as Positive Behaviour Support (see Text Ch. 6 p168) has become an accepted and often implemented part of schooling in NSW. A key aspect of PBIS is to teach students behavioural expectations. Previously, you reflected on what your classroom could be like. In the section below pick 1 expectation (e.g., respect self and others) and list how you will teach what this expectation looks like, is exemplified by and demonstrated in your classroom. Give as many examples as you can.

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My expectations of a supportive environment and a matching behaviour can be taught to students by defining what I believe to be supportive behaviour and discussing with students how they can be supported. This would be collated into a document, poster, or contract by the class, having negotiated and communicated expectations. Explicit instruction would be given that as students expect these behaviours from other, they must also exhibit them, utilising an example of how I must demonstrate these behaviours if I expect them from students. I will also advise students that these behaviours would be enforced by the class collectively, with everyone including myself held accountable with "clearly stated rules and [...] consequences" (de Nobile, 2017). The consequences of breaching the contracts should also negotiated by the class, providing students explicit self-directed instructions (DET, 2003) which they have invested in. The behavioural expectation becomes their own. My definition of supportive behaviour includes actively listening and not interrupting other students or teachers, communicating their learning goals, providing others helpful feedback to help others achieve learning goals, working together to solve conflict without aggression, being willing to compromise if expecting compromise, helping other students when needed, communicating with the teacher if the content is boring or too difficult and not putting other people down.

References

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De Nobile, J., Lyons, G. & Arthur-Kelly, M. (2017). *Positive Learning Environments: Creating and Maintaining Productive Classrooms*. (1st ed.). Cengage Learning Australia.

Week 7: Classroom organisation and curriculum, assessment and pedagogy

Classroom management is not just about managing behaviour. At the heart of teaching and learning are the curriculum taught, the pedagogy used and the assessment designed to measure how well that curriculum was taught and how well the pedagogy worked. As explained in Chs. 3 & 4, there are several dimensions to classroom organisation. Each of these put together become the manifestation of your classroom culture. Your classroom culture is, simply put, the way your class operates and incorporates:

- rules and procedures
- organisation of the physical space.

It is now time to think about how your classroom management philosophy will describe these two aspects and explain them in terms of an overarching set of beliefs or approaches. What values do you hold as important to establishing an orderly, productive and positive classroom? Answer this question in your entry, then list the key rules/expectations you think flow naturally from those values and which you want to stress in your class. Complete the entry by explaining how rules and consequences will be established in your classroom.

What values do you hold as important to establishing an orderly, productive and positive classroom?

The values which are important to establishing an orderly, productive and positive classroom revolve around respect, for shared beliefs, learning and teaching goals, autonomy, feedback, communication and wellbeing, of each individual within the collective classroom culture (de Nobile, 2017).

I would stress these rules and expectations to ensure the above values:

- All individuals are to adhere to established classroom beliefs which they part-took in negotiating
- Always speaking in turns without interrupting others to ensure unhindered communication
- Feedback for students and the teacher should be delivered politely, constructively and with purpose to advance individual learning/teaching goals, and not to bully, hurt, to put someone down without purpose
- Behaviours are expected not to interfere with goals or autonomy of any other individual within the class, which include unnecessary disruptions, destruction of environment, disrespect of others, bullying or aggressive behaviour.
- Behaviours such as corrections, constructive feedback for students and teachers, communication of feelings, conversations, movement around the room, snacking, communicative conflict resolution, expressions of excitement, collaborative work, or leaving the classroom, are all welcome if they support individual learning goals without disrespect to others.

My personal expectations would be established within an introductory class utilising an engaging and somewhat comical video, followed by discussion with the class about their values, beliefs and goals and possible conflict. These would be established as *class expectations* with notes recorded. I would create an introductory design task and allocate groups to create graphic posters representing each section of *expectations, rules* and *consequences*, which will be hung in the room.

The consequences would be open to class negotiation, but some personal ideas **include visually designed apology cards** to students/teacher whose goals were interrupted with behaviours which conflict with classroom expectations, as well as a thoughtful note with indicates understanding of why the behaviour was disruptive, and an empathetic scenario of how students would feel if their goals were disrupted in a similar way.

NB: Design & Technology KLA, thus focus on incorporating creative thinking/empathy

Reference

De Nobile, J., Lyons, G. & Arthur-Kelly, M. (2017). *Positive Learning Environments: Creating and Maintaining Productive Classrooms*. (1st ed.). Cengage Learning Australia.

Self-Directed Learning Week: Mental Health & Schools

Reflect briefly on the role of schools, and particularly you as a teacher, in assisting young people who may be experiencing a mental health issue.

Schools can provide students with schoolwide socio-emotional learning and support, to strengthen protective factors for mental health (Be You, 2019). These include resilience, self-efficacy, positive classroom environments, student-teacher relationships, and social relationships. Schools can ensure professional mental health support is available for social and emotional support, whilst also encouraging social and emotional skill building and self-regulation. The school must ensure that classroom and school environments are safe and address issues with bullying, cyberbullying and other risk factors students may experience at home. As a teacher my role is predominantly managing classroom environments to make sure that students are supported, safe, and able to take learning risks. This may include engaging activities, empathy and resilience building exercises, positive reinforcement, fostering trust with students, encouraging community engagement, and identifying student strengths to work with. Within the classroom, I would personally encourage breaks for stretching and movement for physical and mental wellbeing, with codes of conducts negotiated in the class emphasising kindness and mutual support. Additionally, my role involves observing and identifying students who are at high risk of mental health issues, and ensuring open communication, and trust, whilst addressing any necessary escalations with sensitivity and professionalism. Another area is to ensure that my own mental health is in check, along with my colleagues, to be able to provide optimal support for students.

References:

Be You. (2019). *Supporting evidence for the Be You Professional Learning: Learning resilience domain*. <https://beyou.edu.au/-/media/learn/literature-reviews/learning-resilience.pdf?la=en&hash=3518011F09943620890A9B9ACF05EAF9A99C630A>

Self-Directed Learning Week: Social Emotional Learning in Schools SEL

Social and Emotional Learning (SEL) brings your attention to focus efforts on promoting students' social and emotional competencies. Many leaders in the field underscore the importance of skills-based teaching and learning to properly address this important facet of teaching the whole child. How will you go about creating a classroom which teaches and values Social and Emotional Competencies?

Opportunities for socio-emotional learning within the classroom occur regularly in any area of social interaction or personal reflection. This includes during group work or group discussions, as well as during individual learning, managing assessment stress, social conflicts and responding or behaviours in the classroom. Social awareness, and self-awareness can be engaged in group work where conflict resolution may occur over disagreements, which can foster resilience and build positive relationships. Sharing stories of emotional vulnerability can help students acknowledge and validate their feelings, whilst modelling and setting expectations for prosocial behaviours can support self-management and responsible decision-making, given the influence of others on resilience and wellbeing (Be You, 2019). Additionally, positive reinforcement of pro-social behaviours can be utilised to support students with building socio-emotional competencies. Empathy can be built through perspective taking during conflict resolution, design projects or other activities and interactions requiring perspective-taking (Be You, 2019). Strengthening empathy can also assist students in developing ethical frameworks. Social and emotional skills such as empathy and respect for others can be reiterated with class rules to create community connection (Department of Education and Communities, 2015). These may include taking turns, respecting the autonomy and goals of other students, treating others as they would like to be treated and providing constructive feedback. Empathy can be harnessed for mindfulness and resilience building, scaffolding for self-management, such as com

Resilience can be taught with scaffolding for goal, project, or self-management, likened to navigating poor weather, strengthening student capacity to adapt to change, adversity and events outside of their control. Constructive and supportive feedback, interactions with students and general caring for their wellbeing will create safe classroom environments for students' socio-emotional learning.

Reference:

Be You. (2019). *Supporting evidence for the Be You Professional Learning: Learning resilience domain*. <https://beyou.edu.au/-/media/learn/literature-reviews/learning-resilience.pdf?la=en&hash=3518011F09943620890A9B9ACF05EAF9A99C630A>

NSW Department of Education and Communities. (2015). *The Wellbeing Framework for Schools*. https://education.nsw.gov.au/content/dam/main-education/student-wellbeing/whole-school-approach/Wellbeing_Framework_for_Schools.pdf