CHAPTER 8

Understanding Classroom Management

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LEARNING OBJECTIVES

After studying this chapter, you should be able to:

- Demonstrate an understanding that classroom management practices are historically, socially and culturally contextualised
- Display an elementary understanding of different theoretical approaches to classroom management
- Demonstrate a foundational understanding of managing the classroom for diverse learners
- Engage with frameworks and plans for organising and managing your particular learning environment

This and Chapter 9 are about classroom management. In this chapter, we lay the groundwork by introducing broad conceptual and theoretical understandings about classroom management. Chapter 9 then focuses on more specific strategies of engaging and motivating students in the classroom.

Introduction

Teachers work across a diverse range of learning environments in an array of different contexts, sectors and settings. Therefore, teachers need to organise and manage particular learning environments according to a number of factors,

including the age range, learning needs and number of students they are teaching, the nature of the learning context, and the aims and purpose of the teaching and learning being undertaken. The first section of this chapter explores this theme, and provides insight into how classroom management practices are historically, socially and culturally contextualised.

In the second section of the chapter, we introduce some of the theoretical principles and practical issues associated with establishing and maintaining positive, supportive, safe and inclusive learning environments that encourage all students to participate fully in educational opportunities. Theories are of little use in classroom management if they rest at the level of abstract thought, and therefore we explore ways in which theory can be enacted in practice across learning contexts.

Managing the classroom environment, particularly in relation to addressing diverse student behaviours, has been shown to be an area of major concern – often the greatest concern – for many preservice and beginning teachers (Mayer et al., 2015), and this has been the case for many years (see, for example, Veenman, 1984). This concern of teachers is understandable, given the importance of the learning environment to the achievement of student learning outcomes. Where

Behaviour management: an integral part of classroom management.

students are off-task, disruptive or in other ways disengaged, their learning, and often that of others, can be adversely affected. So, developing your classroom and **behaviour management** skills is important, and not something to be left to focus on during ‘on the job’ training! Right from the outset of your preservice teacher education, you need to try to learn, practise and, where possible,

master an array of relational, communication and pedagogical strategies that will help establish you as a confident and capable classroom manager. Managing the classroom for diverse learners is the focus of the third section of this chapter.

In the fourth section, you will gain insight into classroom management frameworks and plans. As part of your preservice education, it is important to begin considering the types of frameworks that can be effective in maintaining a focus on learning in your particular learning context/s (for example, early childhood, primary, secondary). Examples of current and sustainable frameworks are included.

For the purposes of the chapter, we use the terms ‘learning environment’ and ‘classroom’ interchangeably, while acknowledging that learning environments encapsulate a broad range of indoor and outdoor settings catering from early childhood through to senior secondary.

OPENING VIGNETTE

As with most teaching practices, there are no definitive answers to questions about what represents best practice in classroom management. Take, for example, these extracts from two teachers’ responses to the question: ‘How do you most effectively manage the learning environment?’

For me, it's all about the relationships. Everything else is secondary. From the very start of the year, I get to know my kids, talk to their parents, find out their interests, and try to, you know, make a connection with each one of them. If I don't know them and they don't know me, how can I teach them? (Early childhood teacher)

Now that I've been teaching for a few years, I find the only time I have trouble with kids misbehaving is either when I'm not prepared or when I'm not on my game. I guess it's to do with respect – if they sense I'm slacking off, they'll do the same! (Secondary teacher)

In these excerpts, the early childhood teacher focuses on relationship building in creating a positive learning environment (see Figure 8.1), while the secondary teacher identifies the importance of his own approach to teaching as a key consideration.

Questions

1. Reflecting on the above comments from an early years and a secondary school setting, to what extent do you believe there are fundamental differences in the ways learning environments are managed across different sectors?
2. Do you support the oft-cited notion that primary teachers teach the student while secondary teachers teach the subject? Why, or why not?

Figure 8.1 An early childhood learning environment

Classroom management: historically, socially and culturally contextualised

In many of its forms, teaching is a social activity. As with all social undertakings, there is no fixed way of conceptualising and doing things, which, in teaching, applies not only to *what* is taught (curricula) and *how* (pedagogies), but also by *what means* (including management of the learning environment).

Classroom management: can be seen to comprise two distinct purposes – to establish an environment in which students can engage in meaningful academic learning, and to foster student social and moral growth (Wubbels, 2011).

Classroom management can be seen to comprise two distinct purposes: to establish an environment in which students can engage in meaningful academic learning, and to foster student social, emotional and moral growth (Wubbels, 2011). For the purposes of this (and Chapter 9), we use McDonald's definition of classroom management as encapsulating 'teacher actions and instructional techniques to create a learning environment

that facilitates and supports active engagement in both academic and social and emotional learning' (McDonald, 2013, p. 20).

In order to be effective managers of the learning environment, teachers need to consider key areas of responsible action, including:

1. select a philosophical model of classroom management
2. organise the physical environment
3. manage student behaviour
4. create a respectful, supportive and inclusive learning environment
5. manage and facilitate instruction

Figure 8.2 An approach to classroom management from the mid-twentieth century

6. promote classroom safety and wellbeing
7. interact with colleagues, families, and others to achieve classroom management objectives. (Burden, 2013, p. 6)

The ways in which teachers respond to these key areas of responsibility differ according to the society and culture in which they teach, and the social and cultural characteristics of their school and school population. Approaches to classroom management also differ through time. Up to this point in your own life, you have no doubt witnessed changes in the ways learning environments are organised and managed; during your teaching career, you will continue to witness and experience change in this area.

TEACHER REFLECTION

Think about how you might organise and manage your own classroom or learning environment as you watch this (11:20 minutes) YouTube clip: Kevin Hughes' 'Classroom management for dummies: 10 tips for teachers' (www.youtube.com/watch?v=km7X5kQYOg8).

While you are watching the video, consider the following:

1. Would you be likely to use the classroom strategies that Hughes suggests? Why, or why not?
2. Are there strategies you feel would be ineffective or inappropriate in particular contexts?
3. Are there strategies you believe are missing from this list put forward by Hughes?

An historical perspective

Watch at least the first 3:50 minutes of 'Maintaining classroom discipline': www.youtube.com/watch?v=rvEETJnuePU. Consider the approach to classroom management/**discipline** that it portrays:

- How do the students respond to Mr Grimes' classroom management approach?
- Why do you think this is the case?

Discipline: the term 'discipline' has been replaced in many twenty-first century Australian educational contexts by 'behaviour management'.

In this (13:44 minutes) narrated video clip from a 1947 film, mathematics teacher Mr Grimes teaches a class of Year 9 students who fall well short of his expectations on a number of counts.

There would be very few educational settings where Mr Grimes' initial approach to classroom management would be acceptable in the twenty-first century, particularly in OECD countries. Imagine yourself using Mr Grimes' initial strategies and techniques while trying to address the Australian Professional Standards for

Teachers (APST) (Australian Institute for Teaching and School Leadership [AITSL], 2014), such as 4.1 (Graduate level): Identify strategies to support inclusive student participation and engagement in classroom activities; and 4.3 (Proficient level): Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.

One of the main distinguishing features between Mr Grimes' initial classroom management approach and the types of approaches you will encounter in positive learning environments in current times is the use of language. Here are some excerpts from what Mr Grimes had to say to the class: 'This is the poorest class I've had in a long, long time'; 'You don't know what the word study means – you haven't the slightest idea'; and 'This is the kind of behaviour I might have expected of you'. This type of language and manner of address is hardly conducive to fostering positive relationships!

Short-answer
questions

Changing manners of address

In teaching, our intention comes through both our spoken language and our non-verbal communication. The latter includes – among other mannerisms – facial expressions, eye movements, body positions, hand gestures and voice inflection. Students have very good 'radar' for picking up any mismatch between a teacher's words, actions and stated beliefs. What you say, and how you say it, is therefore very important in managing classrooms. Never underestimate the impact you can have on students through the ways in which you communicate with them. As Katy Ridnour (2006) points out: 'There is no such thing as a casual remark to a student. We all know that students can tune teachers out, but we sometimes forget that they can tune us in to the same degree. An offhand remark might echo for years' (p. 34).

Can you think of any occasions when a teacher's comments have echoed long after the comments were made?

It is now commonplace in most learning environments for a focus to be placed on the use of respectful communication and language between teachers and students (see Figure 8.3). This has not always been the case, with teachers as little as several decades ago frequently using the type of punitive language and tone initially displayed by Mr Grimes. While this might strike us as being anything from inappropriate through to deplorable, it is important to remember that it was not necessarily considered so at the time. As in all social institutions, concepts about appropriate or inappropriate, good or bad, effective or ineffective practices change over time.

Below are some of the characteristics of positive teacher–student communication in the current era:

- Focus on the behaviour rather than the person.
- Calm yourself before settling a student.
- Balance correction with encouragement.
- Focus on primary behaviour and, where possible, disregard secondary behaviour.
- Remind students and restate instructions; we all forget things.
- Maintain a high ratio of positive to negative comments.
- Listen to students in empathetic and non-evaluative ways.
- Remember that silence can be effective (Jones & Jones, 2013; Rogers, 2015).

Figure 8.3 Modern learning environments often focus on respectful communication between teachers and students.

It has been shown that teachers have a tendency to over-talk, to ask too many *why* questions, and to make vague statements rather than being definite and clear about what is expected. Phelan and Schonour (2004) claim there are good times to talk and explain, and bad times. Consider this claim when you undertake professional experience: can you identify when there are 'good' and 'bad' times to talk and explain in the classroom?

A sociocultural perspective

The following AITSL illustration of practice provides insight into how the learning environment can be managed according to the social and cultural context in which schooling takes place. View 'Positive learning environments' at www.aitsl.edu.au/australian-professional-standards-for-teachers/illustrations-of-practice/detail?id=IOP00119.

This (4:09 minutes) AITSL video provides an illustration of practice in which a teacher at Centralian Middle School in the Northern Territory (NT) discusses how she establishes a consistent behaviour management approach, linked to the shared school values. The teacher's classroom management philosophy is underpinned by the understanding that when students are engaged in their learning, behavioural problems are less likely to arise.

The sociocultural context of the NT school in the AITSL video can be garnered from the following:

- The school is the only government middle school in Alice Springs.
- The school is located in a remote area.
- Approximately 300 students in Years 7–9 attend the school.
- Students come from a wide variety of cultural and social backgrounds.

- Seventy-three per cent of students come from an Indigenous background.
- A high proportion of students have a language background other than English.

Short-answer
questions

Question

Compare the above sociocultural characteristics to those of the school/s and location/s of your primary and secondary education. In what ways are they different? In what ways are they similar?

SCENARIO

WHAT WOULD YOU DO?

CHANGING THE WAY WE TEACH

Imagine that you are taking up a teaching position in Finland, in whatever sector of schooling you are targeting (early years, primary or secondary). The following are important things for you to know:

- Finland's education system is considered one of the best in the world (Center on International Education Benchmarking, n.d.).
- Many countries, including Australia, take note of, and in some cases, follow the educational patterns, initiatives and approaches used in Finland.
- In contrast to Australia, with its diverse population, Finland is a relatively ethnically homogeneous country.

Now consider the following edited extract from *The Independent* about proposed educational reform in Finland:

Finland schools: Subjects scrapped and replaced with 'topics' as country reforms its education system

Finnish officials want to remove school subjects from the curriculum. There will no longer be any classes in physics, math, literature, history, or geography. Instead of individual subjects, students will study events and phenomena in an interdisciplinary format.

The Head of the Department of Education explained the changes: 'There are schools that are teaching in the old-fashioned way which was of benefit in the beginning of the 1900s – but the needs are not the same, and we need something fit for the 21st century.'

The general idea is that the students ought to choose for themselves which topic or phenomenon they want to study, bearing in mind their ambitions for the future and their capabilities. In this way, no student will have to pass through an entire course on physics or chemistry while all the time thinking to themselves 'What do I need to know this for?'

The traditional format of teacher-pupil communication is also going to change. Students will no longer sit behind school desks and wait anxiously to be called upon to answer a question. Instead, they will work together in small groups to discuss problems. (Garner, 2015 <https://brightside.me/wonder-curiosities/finland-will-become-the-first-country-in-the-world-to-get-rid-of-all-school-subjects-259910/>)

Questions

As you develop and refine your professional philosophy, it is important to take into account some of the considerations included in the section above: that approaches to managing the learning environment are not *fixed* but, rather, are subject to change according to the array of factors associated with the contexts in which they are adopted.

1. The Finnish Department of Education presented some criticisms of traditional school structures. Do you agree with these?
2. What are the advantages and disadvantages of Finland's proposed model?

Multiple-choice
questions
Short-answer
questions

Theoretical approaches to classroom management

From a theoretical perspective, there are myriad ways to frame approaches to classroom management. It is helpful to consider some of these theoretical approaches insofar as they inform the evidence base for the practices commonly undertaken by teachers in today's classrooms; that is, many approaches to classroom management stem from one or a number of overarching theories. As you work your way through this section, consider some of the theories and theoretical principles that might inform the work you do.

Drawing on an extensive review of relevant international literature, Wubbels (2011) identified six theoretical approaches to classroom management; namely, classroom management approaches that focus on (1) external control of behaviour, (2) internal control, (3) classroom ecology, (4) discourse, (5) curriculum and (6) interpersonal relationships. An overview of these six approaches is included in Table 8.1. It is important to note that Wubbels' review provides just one way of grouping theoretical approaches to classroom management. Elsewhere, you will find them grouped quite differently; for example, Edwards and Watts (2008) refer to management theories, leadership theories and non-directive intervention theories.

The principles associated with the approaches outlined in Table 8.1 inform active and practical ways of managing classrooms. As you would have noticed, the approaches vary; in some cases, considerably so. This brings us back to the importance of considering the context in which learning is taking place, the make-up of the school and classroom population, and the particular needs of your

Table 8.1 Theoretical approaches to classroom management

Principles/Focus/Classroom characteristics	Example of teacher practice/Actions/Strategies
<p>1. External control of behaviour Can be traced to behavioural principles ('behaviourism') espoused by psychologist B. F. Skinner (1938).</p> <ul style="list-style-type: none"> • Positive reinforcement will strengthen behaviour by applying a stimulus (or reward) following the desired behaviour • Negative reinforcement removes a (usually negatively experienced) stimulus in return for the desired student behaviour • 'Extinction' of a behaviour may occur when a reinforcer declines or disappears • 'Response cost/punishment' refers to a reinforcer that is withdrawn • As a last resort, punishment will induce changes in negative behaviour 	<ul style="list-style-type: none"> • Teacher rewards children with a sticker once the child behaves in the desired manner • Teacher does not assign homework if students complete their tasks in class on time • Teachers ignore attention-getting student behaviour • Teacher gives students an additional homework task if they do not complete in-class tasks on time • Teacher places student on lunchtime detention
<p>2. Internal control Is manifested by a student-centred orientation to classroom management.</p> <ul style="list-style-type: none"> • Focus on social-emotional learning to develop self-discipline and self-control 	<ul style="list-style-type: none"> • Teach social emotional skills (such as knowing yourself, making responsible decisions, caring for others) • Build caring relationships with students • Set firm and fair boundaries • Share responsibilities with students
<ul style="list-style-type: none"> • Focus on a caring community 	<ul style="list-style-type: none"> • Caring communities contribute to socialising students • Build discipline with dignity, usually in school-based intervention programs • Programs theoretically emanate from a variety of perspectives, such as humanistic, social cultural or moral development

Principle/Focus/Classroom characteristic	Example of teacher practices/Actions/Strategies
3. Classroom ecology Emphasises the organisation of classrooms (the natural habitat). <ul style="list-style-type: none"> • Multidimensionality: the large quantity of events and tasks • Simultaneity: many things happening at once • Immediacy: the rapid pace of events • Unpredictability: unexpected turn of events • Public-ness: the teacher being witnessed by many students • History: the accumulation of common sets of experiences and norms 	<ul style="list-style-type: none"> • Students follow a teacher-centred orientation in class; i.e. they follow the teacher's program of action • Class work includes recitation, seatwork, small group and cooperative learning teams Teacher: <ul style="list-style-type: none"> • manages transitions between lesson parts • orchestrates classroom activities • establishes classroom rules and procedures, in conjunction with developing routines; in particular at the start of the school year • manages the physical design of the classroom setting
4. Discourse Emphasises communication, constructivism and teacher-student relationships. <ul style="list-style-type: none"> • Contexts are constructed during interactions • Rules for participation are implicit • Behaviour expectations are construed as part of interactions Meaning is context-specific: <ul style="list-style-type: none"> • meaning is signalled verbally and nonverbally • communicative competence is reflected in appropriate behaviour Inferencing is required for conversational comprehension: <ul style="list-style-type: none"> • form and function in speech used in conversations do not always match • frames of reference may clash 	Teacher: <ul style="list-style-type: none"> • actively listens • varies questioning processes • listens to conversations of students to understand the social processes being enacted • provides students time to understand and practice patterns of interaction appropriate to each new type of learning activity • establishes a clear set of rules and routines early in the school year • provides all students with extensive opportunities to learn • reconsiders attitudes and perceptions of students' abilities while observing them in atypical activity settings • uses communication patterns and participation • uses structures that promote inclusion of students who exhibit communicative differences

Table 8.1 (cont.)

Principle/Focus/Classroom characteristic	Example of teacher practice/Action/Strategies
5. Curriculum The curriculum is the starting point for engaging students in academic activities. <ul style="list-style-type: none"> • Curricular content is created in such ways that students are motivated to enthusiastically participate • Collective participation of students based on sincere academic interest • Intrinsically rewarding learning environments • Example 1: problem posing approach in science education (Lijnse & Klaassen, 2004) Example 2: participation-centred method (Hickey & Schafer, 2006)	<ul style="list-style-type: none"> • Misbehaviour is indirectly reduced • Teacher provides as few external rewards as possible • Familiarity with student thought processes can help teachers develop meaningful, motivational curricular materials Teacher: <ul style="list-style-type: none"> • focuses on the organisation of classroom activities that help students engage in subject-specific discourse • constructs materials, instructions and activities that enhance the extent to which students try out the nuances of authentic mathematical discourse
6. Interpersonal relationships Emphasises social climate and leadership. <ul style="list-style-type: none"> • Focuses on creating productive relationships between teachers and students • Two independent characteristics of teacher behaviour are used to map the teacher–student relationship: control and affiliation 	<ul style="list-style-type: none"> • Importance of accurate teacher understanding of their relationship with students, based on students' interpretations of teacher behaviour Successful teachers: <ul style="list-style-type: none"> • exhibit dominant (high control) and cooperative (high affiliation) behavioural patterns • establish classroom control as well as exhibiting helpful, friendly and understanding behaviour • practise non-verbal behaviours and strategies, such as continuous eye contact with students • use relatively loud, emphatic speech

Source: Wubbels, 2011, pp. 115–19.

learners. You should try to avoid making polarised judgements about theoretical approaches, such as considering a particular theory as right or wrong, or good or bad. During their careers, most teachers draw from a range of theories, according to what best suits the learning environment. You will probably do the same. You will also find that many Australian schools adopt a particular classroom/behaviour management framework, and we return to this further below.

Common to many theoretical approaches to classroom management are a number of general principles about student behaviour. These theoretical principles are not statements of 'fact' but, rather, represent commonly understood characteristics of human behaviour. We touch on a selection of these principles below.

1. Behaviour is *learnt* and behaviour is *conditioned*. People learn, over time, what types of behaviour receive approval and what types of behaviour receive disapproval. Preferred behaviours are conditioned by the society, culture, ethnicity, context and other circumstances within which people live. What we as teachers in Australia in the twenty-first century consider preferred behaviours are not necessarily the same as those of the students we teach. For this reason, it is advisable to avoid terms such as 'common sense' when it comes to behaviour. What is common sense behaviour to you as a teacher might not be common sense behaviour to all of your students.
2. Behaviour is *purposeful* in a social setting. Once teachers were able, to a large extent, to predict how students would behave in a particular social setting; students now present with different purposes. The purpose of many Net Generation students is often less on learning than on other matters, such as increased social engagement with their peers. Consider, for example, the intrusions that mobile phones can make into our teaching: students texting surreptitiously under their desks, or even overtly in full view of the teacher; students spending much more time on social media than on follow-up learning activities, and so on. These students are harder to engage in the types of pedagogies that have traditionally been successful. As discussed in Chapter 4, new technologies necessitate new ways of teaching.
3. What we need to remind ourselves of, however, is that behaviour is *chosen*. It is unhelpful to treat students as if they are victims of an emotional or 'causative psychology' (Rogers, 2006, p. 111) over which they have no control. The fact that behaviour is chosen informs a number of approaches to classroom and behaviour management. In his discipline without stress model, for example, Marshall (2007) emphasises that people choose their own behaviours, that choice empowers, and that choosing to self-correct is the most effective approach to change behaviour.
4. Behaviour can be *changed* and it can be *taught*. Behaviour is not static and fixed. Students can learn new, different, more positive, more effective, and more socially and culturally appropriate ways of relating, responding and coping in the classroom. They can also learn to align their behaviour with the expectations that the teacher has outlined to them. In short, it is important to remember that many of the students whom you will teach will only behave in appropriate ways when they are taught how to do so.

Multiple-choice questions
Critical thinking questions
Video: Transformative classrooms

Managing the classroom for diverse learners

In Chapter 7, you read about the increasing **diversity** of Australia's student population and were introduced to the importance of designing educational environments that include, value and celebrate diverse learners.

Diversity: the differences that exist within, between and among any group of people.

It includes recognition of the impact of factors such as gender, language, sexuality and cultural identity on a sense of self. It also recognises that members of a particular group are also diverse.

In this section, we further explore the notion of student diversity and discuss ways of managing the classroom to address the learning needs of diverse learners. You will recall from the Chapter 7 that diversity involves understanding, accepting and respecting all learners regardless of their ability, disability, age, background, gender, political and ideological beliefs, religious beliefs, sexual orientation, socio-economic status, and so forth (Gollnick & Chinn, 2016).

As social beings, we like to categorise people and, therefore, one of the first steps in embracing diversity is to become aware of your own biases and ways of viewing others. Once you have done this, you can then actively work towards increasing your understandings of diversity and diverse learners, rather than trying to place individuals in preconceived categories. This is an ongoing responsibility, and it is important that you strive to surpass just tolerating diversity to actively embracing and honouring the fundamental wealth that each individual can bring to their learning and to the learning of others.

Teachers of the twenty-first century are expected to understand and cater to a large range of individual student needs. Some, although certainly not all, students with particular needs can exhibit outward 'negative' behaviours, sometimes resulting from their learning needs not being adequately met in the classroom. Conversely, there are other students with specific learning needs who may turn inwards and disengage from their learning if their educational needs are not well supported and understood by teachers. This is not to suggest that the teacher is to 'blame' or is at fault when students are disengaged, off task, disruptive to others' learning and so forth. Rather, the point is to emphasise that the most effective learning environments are created in situations where teachers know and understand each of the students in their care, and respond in positive and proactive ways to meeting their individual learning needs.

Embracing diversity brings forth the concepts of equality and equity. On the one hand, equality is about treating each individual in the same way, regardless of difference. Gender equality, for example, stems from the view that everyone should receive equal treatment and not be discriminated against based on their gender. On the other hand, the concept of equity sees all individuals given what they need. In the classroom, equitable practices would involve supporting all students with the necessary provisions that they need in order to access their learning on the same basis as other learners without their diverse needs. These are important considerations for you in creating and maintaining safe, supportive and affirmative classrooms and school environments.

Critical thinking
questions
Video: Equity
vs equality

Teacher cultural responsiveness

The rate of progress and change in our current 'Conceptual Age' (Pink, 2005; see Chapter 1) is increasing so rapidly in many domains of society that we are often left scrambling to deal with issues for which we are sometimes ill-prepared and often do not even 'see coming', such as how to manage classrooms and deal with behaviours that, while appropriate in some contexts and cultures, are not necessarily conducive to learning in many Australian educational settings. With increasing globalisation, internationalisation, the diasporas of ethnic groups and the massive changes brought about by new technologies, we quite often find ourselves managing situations 'just in time' or even after the event (see Figure 8.4).

Culturally responsive teaching is an expectation of those entering the profession in the twenty-first century. It forms part of knowing students and how they learn (Standard 1). To be a culturally responsive teacher is to approach teaching and learning in ways that acknowledge cultural diversity. Cultural diversity, in turn, can be defined as 'the wide variety of values, beliefs, attitudes, and rules that define regional, ethnic, religious, or other cultures' (Burden, 2013, p. 151).

So, how does a teacher go about teaching in culturally responsive ways? It is important to approach cultural diversity in the classroom as a strength, and not as a problem to be overcome or overlooked (Ladson-Billings, 2009). For Burden (2013), culturally relevant teaching is about: '(a) accepting and valuing cultural differences, (b) accommodating different cultural interaction patterns, and (c) building on students' cultural backgrounds' (p. 151).

Figure 8.4 Technology, globalisation and internationalisation have brought about changes to which twenty-first-century teachers must adapt.

The first step is to understand how learners from different cultural backgrounds typically communicate and interact. Below are some examples:

- The use of informal terms of address in some Australian schools – for example, students calling teachers by their first name – might be considered disrespectful by students from some other cultures.
- Maintaining physical distance between the teacher and student is very important in some cultures. Therefore, the habit that some teachers have of encouraging a student in their learning by crouching down at the student's desk would not always be appropriate.
- In some cultures, it is considered wrong for a female to physically touch a male, and vice versa. (Consider this in light of learning activities where students are in close proximity to one another.)
- Making eye contact with one's elders and 'superiors' is considered disrespectful in some cultures.

Questions

1. What other examples can you provide?
2. What are your experiences in this area to date?

The implications of being a culturally responsive teacher also extend to your classroom pedagogy. Where pedagogy is 'culturally context-neutral', off-task and disengaged student behaviours will arise. Adopting pedagogies that cater for the diversity of learners in your care enables all students to thrive in the learning environment.

By way of example, let us consider refugee students who might well be used to different teacher pedagogical approaches than those widely practised in Australia. Instruction in some of the countries from which these students come might be characterised by a teacher focus and rote learning. Sitting quietly and absorbing what is being taught in class in this classroom environment might be considered optimal student behaviour. For these students, the concept of becoming engaged in and taking responsibility for their own learning – a common expectation in many Australian schools – might prove challenging. Pedagogies such as inquiry- and problem-based learning would possibly be quite unfamiliar to them.

Understanding and respecting these differences is essential, as is ensuring that all your students understand your pedagogical approach and its rationale. Endeavour to regularly articulate your learning expectations to your students; they cannot be expected to learn through osmosis about how to respond to the way you teach. During the 'establishment phase' (Rogers, 2015) at the beginning of the school year, it can be productive to discuss with your students what your expectations are, and what they mean in your particular context. Get your students together in groups and ask them to provide examples of what 'respecting cultural and individual differences' might be. What does it mean to 'take risks'? How do we show we are 'open to new ideas'? There is also a place for goodwill and humour

here, particularly when it comes to discussing behaviours that might be considered appropriate or inappropriate in other cultural environments.

Managing the classroom for gifted learners

Gifted learners are defined in Australia as those students who perform, or who have the potential to perform, in the top 10 per cent of their age group in at least one ability domain; these domains are: intellectual (for example, metacognitive), sensorimotor (for example, auditory), creative (for example, originality) and socio-affective (for example, leadership) (Gagné, 2009). Gagné's definition of giftedness accounts for the influence of the environment (for example, the classroom) in shaping the development of natural abilities (giftedness) into areas of talent and achievement (Australian Curriculum, Assessment and Reporting Authority [ACARA], 2016; Wormald, 2011). If, as Gagné's definition suggests, the environment influences talent development, then gifted children are at a distinct disadvantage when placed in mismanaged classroom environments (Ronksley-Pavia, 2016).

You will find that a child's ability to demonstrate their giftedness, and develop their gifted abilities, is dependent on many factors, including supportive learning environments and supportive teachers (Ronksley-Pavia, 2016). We know there are many myths and misunderstandings about catering for gifted learners at school (Kaya, 2015), due in part to the stereotypical assumptions made about the expected high academic and achievement levels of gifted students, when high achievement is not always the case. There is also a tendency to label these young people as a homogenous group of learners, with the same or similar educational needs. While this is assuredly not the case, with gifted learners demonstrating a diversity of learning needs, there are nevertheless a range of characteristics that gifted learners have been shown to share; these include:

- unique psychosocial characteristics
- particular interests
- preference for older peers
- faster, more in-depth learning
- high levels of creativity
- precocious language skills
- well-developed metacognitive skills
- highly developed sense of humour
- motivated and persistent (often around tasks that are of interest to them, but not on tasks that they find 'boring') (Davis & Rimm, 2004).

When we consider that at least 10 per cent of learners in any given classroom are going to be gifted, there are clearly some classroom management considerations that need to be made. As you progress through your teacher education program, particularly during professional experience, be alert to some of the ways that schools and teachers cater for gifted learners. For example:

- Do teachers intentionally create a supportive and safe classroom for these (and other) students?

- Is there evidence of teachers effectively differentiating and personalising instruction based on students' needs and interests, while aligning these with the curriculum?
- Are there flexible learning options in the classroom and school?
- Does the school enable educational acceleration (for example, subject acceleration or grade skipping)?
- Does the school have particular extension or pull-out programs in place for gifted learners?

To teach effectively, you will find that you need to create a classroom environment that holds high expectations for all students (regardless of ability), but particularly for gifted learners, where challenge (not more work), responsibility, autonomy, emphasis on student interest and strengths, and the potential for acceleration, are used to address their specific needs. You will need to get to know your gifted students in order to be able to cater for their needs. This is not always straightforward as gifted students do not always show their abilities in the classroom, some for fear of standing out from others, perhaps due to their particular interests, high abilities, high-level achievements and/or unique perspectives on the world.

Open-ended, self-guided tasks are appropriate for gifted students, along with having freedom of movement in the classroom (while setting consistent expectations for on-task behaviour). Some gifted students prefer to work alone on activities rather than in groups, and this should be respected and built into their learning, but not at the expense of building and maintaining peer relationships and social skills, which constitute an important part of small group work. Problem based learning (PBL) is a highly appropriate instructional strategy for gifted learners because it increases student interest and motivation while maintaining mastery of the curriculum content (Colangelo & Davis, 2003).

SCENARIO

TAKING IT TO THE CLASSROOM

OPPORTUNITIES FOR GIFTED STUDENTS

In his Year 6 classroom, Ben has five students who are identified as being gifted. He also thinks there may be other students who are gifted but have not been assessed. He provides opportunities for in-depth learning and extension activities, and ensures that the work he assigns specifically targets the learning needs of his students. To do this, Ben differentiates and personalises the learning, according to students' interests. He also uses strategies based on the research of June Maker (1982) to modify the.

1. learning environment
2. lesson content
3. learning processes that students use
4. learning outcomes, or products (the work that students produce).

WHAT MIGHT THESE LOOK LIKE?

1. *Learning environment*

Ben makes sure that his classroom:

1. is student-centred – centring around learner curiosity, where students have input and Ben acts as a facilitator in their learning
2. encourages student independence – encouraging students' pursuit of their own learning
3. is responsive – Ben actively encourages the use of new technology, innovative materials, people as valuable resources and interdisciplinary skills
4. is accepting – valuing everyone's opinions, even if you don't agree
5. incorporates complexity – integrating a variety of resources, ideas, methods, to encourage and facilitate in-depth learning
6. is highly mobile – allowing, encouraging and supporting students to move from their desks, join other groups or work independently.

2. *Lesson content*

Ben undertakes to remove upper limits to learning, and use his students' own skills to deepen and expand their knowledge and abilities. These are facilitated by Ben's use of:

1. abstractness in content – going past lower order thinking skills of remembering facts to exploring central ideas
2. complexity – varying content, looking at connections, between ideas, content and cross-curricular links
3. variety – in content moving from traditional content to twenty-first century skills and knowledge.

3. *Learning processes*

Ben always encourages higher order thinking and creativity skills by:

1. using the higher levels of Bloom's taxonomy to encourage innovation and creativity
2. incorporating open-ended tasks – these encourage his students to see that some problems may have multiple 'correct' answers

3. grouping strategies – gifted and highly motivated learners are often grouped together so they can bounce ideas off each other to encourage new ideas
4. varying the pace of learning – enabling learners to move beyond lower order thinking but allowing more time for responding in-depth to higher order thinking tasks
5. including variety in learning processes – adjusting learning and teaching activities using a variety of methods – auditory, kinaesthetic and so forth.

4. Learning outcomes

Ben understands that gifted learners need to be encouraged to produce end-products, or learning outcomes that effectively demonstrate their competency; this is particularly important for gifted students with disabilities. Therefore, Ben uses these strategies:

1. real-world problems – authentic and relevant to students
2. real-world audiences – Ben encourages his students to consider who will be the audience for their work
3. real-world deadlines – fostering time-management skills
4. transformations – transforming learning rather than merely retelling what they find
5. appropriate assessments – using self- and peer assessments and feedback, using established real-life methods for assessing and evaluating products and skills learnt.

(Bailey, 2004; Gross, 2000; New South Wales Department of Education and Training, 2004; Ronksley-Pavia, 2010)

Short-answer
questions

Along with unique characteristics, you will find that some gifted learners also possess other characteristics that are potentially detrimental to their own learning, such as asynchronous development and underachievement (Assouline, Colangelo, Ihrig & Forstadt, 2006; Reis & McCoach, 2000). Let's take as an example underachievement by gifted learners, and how this might impact on the teacher's management of the classroom.

Underachievement refers to a child's achievement at school not matching their potential (for example, as measured on cognitive assessments) (see Figure 8.5). You may find that some learners present in the classroom as verbally or mathematically gifted, they may speak using advanced vocabulary for their chronological age, or readily solve complex mathematical puzzles, yet in their assessments and

Figure 8.5 Gifted children may be verbally or mathematically gifted, but may not perform well in some learning environments.

assignments they fail or get poor grades, and generally do not perform well in school (Rimm, 2008). Learners who underachieve at school might frequently seek out attention, whether this be positive or negative. They often do well in one-on-one teaching situations but perform unevenly in classroom settings because they can feel 'attention deprived' (Rimm, 2008, p. 99). The type of behaviours that these learners might use in the classroom to gain attention include pointing out that the teacher is incorrect in front of the class, showing up the teacher, and actions designed to avoid tasks (such as frequently asking to be excused to go to the bathroom).

Underachievement in gifted children presents as a complex problem in managing the learning environment and setting appropriate tasks. These learners usually want to learn (or used to want to learn), but have become disengaged from learning often due to a number of causes, some of which may be addressed by teachers. As a classroom teacher, you will need to try to seek out the underlying causes of underachievement in individual students in order to best respond to their needs. It is also important to be proactive in integrating gifted learners into their peer groups. Some gifted students become isolated from others and can experience bullying (Parker Peters & Bain, 2011; Ronksley-Pavia, 2016) as a result of standing out from their peers due to their unique knowledge and skills, and often precocious nature. To address the bullying issue often associated with gifted children, teachers need to be intentionally positive and attentive in order to firmly establish and maintain affirmative educational environments (Ronksley-Pavia, Grootenboer & Pendergast, *in press*).

Multiple-choice questions

Classroom management frameworks and plans

When it comes to planning for classroom management, you can be reassured that this is rarely a pursuit that is undertaken alone. There are myriad frameworks and plans that have been developed, which teachers can access for their own reference, planning and modelling. Further, many schools develop and/or adopt school-wide frameworks, appropriate to their particular settings and learner needs. In Australia, variants of the PBS model, also known as school wide positive behaviour support (SWPBS), have been adopted quite widely at the school level. Refer, for example, to www.det.wa.edu.au/studentsupport/behaviourandwellbeing/detcms/navigation/positive-classrooms/positive-behaviour-support.

One of the major advantages of a school-wide framework is that it provides all those in the school community (for example, teachers, students and families) with common understandings about and accepted strategies for managing classrooms and behaviours. Additionally, when articulating and reinforcing expectations around behaviour, teachers can call on students to choose ways of behaving that align with the school-wide behaviour management plan that has been previously negotiated and agreed upon.

As with most factors associated with classroom management, historical, social and cultural considerations should be taken into account in the development of appropriate frameworks. The types of frameworks and plans currently used in Australian schools vary from those of the past, and will change again during the course of your teaching career. Frameworks will also be quite different from those that you might find in some other countries and contexts.

TEACHER REFLECTION

When Nathan began his first teaching role in a Queensland Catholic secondary school, he was surprised by how often teachers referred to aspects of the school's classroom and behaviour management plan. On his second day in the school, he overheard the following conversation between a teacher on yard duty and a student who had just thrown an apple core at another student:

Teacher: George, why did you do that?

George: I dunno, Miss. Just for fun.

Teacher: Do you think it's respectful to throw food about, and especially to throw food at someone else?

George: No, I don't suppose so.

Teacher: What do we agree about in this school about showing respect?

George: We have to respect all people and all property.

Teacher: That's right. So, what do you think you might do now, George?

Reflecting on the above passage, consider the following:

1. Why do you think the teacher gave George a choice about what to do next?
2. As a teacher, in what ways do you think you might use a school management plan to help you in your teaching?

Examples of frameworks

This section introduces you to three examples of classroom management frameworks. As you read each one, reflect on how it might be applied to your teaching area and sector.

1. Dimensions of Learning

Marzano and Pickering's (1997) Dimensions of Learning framework is based on cognitive research and designed to help educators focus on students' learning as they plan instruction and design curricula. The framework comprises evidence-based teaching strategies organised into five categories or 'dimensions', the first of which – 'Attitudes and Perceptions' – focuses on helping students develop positive attitudes and perceptions about both the classroom climate and classroom tasks. Table 8.2 provides an overview of Dimension 1.

Table 8.2 Dimension 1: Attitudes and Perceptions

Feel accepted by teachers and peers	Classroom climate
	1. Help students understand that attitudes and perceptions related to classroom climate influence learning
	2. Establish a relationship with each student in the class
	3. Monitor and attend to your own attitudes
	4. Engage in equitable and positive classroom behaviour
	5. Recognise and provide for students' individual differences
	6. Respond positively to students' incorrect responses or lack of response
	7. Vary the positive reinforcement offered when students give the correct response
	8. Structure opportunities for student to work with peers
	9. Provide opportunities for students to get to know and accept each other
	10. Help students develop their ability to use their own strategies for gaining acceptance from their teachers and peers

Table 8.2 (cont.)

Experience a sense of comfort and order	11. Frequently and systematically use activities that involve physical movement 12. Introduce the concept of 'bracketing' (the ability to maintain and focus attention consciously by blocking out distractions) 13. Establish and communicate classroom rules and procedures 14. Be aware of malicious teasing or threats inside or outside of the classroom, and take steps to stop such behaviour 15. Have students identify their own standards for comfort and order
Classroom tasks	
Perceive tasks as valuable and interesting	1. Help students understand that attitudes and perceptions related to classroom climate influence learning 2. Establish a sense of academic trust 3. Help students understand how specific knowledge is valuable 4. Use a variety of ways to engage students in classroom tasks 5. Create classroom tasks that relate to students' interests and goals
Believe they have the ability and resources to complete tasks	6. Provide appropriate feedback 7. Teach students to use positive self-talk 8. Help students recognise that they have the abilities to complete a particular task 9. Help students understand that believing in their ability to complete a task includes believing that they have the ability to get the help and resources needed
Understand and be clear about tasks	10. Help students be clear about the directions and demands of the task 11. Provide students with clarity about the knowledge that the task addresses 12. Provide students with clear expectations of performance levels for tasks

Source: Marzano & Pickering, 1997.

2. Classroom organisation and management program (COMP)

Created by Carolyn Evertson (www.comp.org/AboutCOMP.html), COMP is an evidence-based set of principles for effective classroom management. Since 1989, COMP has been implemented widely in schools in the United States and beyond. Table 8.3 provides an overview of the COMP principles, as summarised by Hardin (2012).

Table 8.3 COMP principles

1. Organise your classroom to maximise learning opportunities and to prevent misbehaviour
2. Establish classroom rules. Involve students in the process
3. Establish classroom procedures to promote learning and good behaviour

Table 8.3 (cont.)

4. Plan lessons on classroom rules and procedures. Teach students how to follow rules and procedures
5. Manage student work and provide for student accountability
6. Maintain good behaviour by providing both positive and negative consequences for behaviour. Implement corrective consequences when students need to be guided towards other avenues for behavior
7. Plan and organise instruction with a focus on the procedures needed to enhance learning
8. Maintain momentum during instruction

Source: adapted from Hardin, 2012.

3. LEARN: Limit, Expect, Accept, Relinquish, Network

Australian researchers Jerry Olsen and Thomas Nielsen (2006) drew on a broad literature base to develop the LEARN (Limit, Expect, Accept, Relinquish, Network) framework, as outlined in Table 8.4. LEARN helps teachers to 'structure the school, classroom and inter-relationships between the school, the child and the home' (Olsen & Nielsen, 2006, p. 68).

Table 8.4 LEARN principles

Principle	Objectives	Strategies
Limit	Establish and reinforce boundaries around what is expected and accepted in the learning environment, and what is not.	<ul style="list-style-type: none"> Rules are clear Consequences are clear Routines are clear
Expect	Have high expectations of your students, and show confidence that your students can reach this level of expectations.	<ul style="list-style-type: none"> Students are expected to reach goals Students see growth Class work stimulates progress
Accept	Show that you accept, respect and like each student.	<ul style="list-style-type: none"> Teacher accepts the student Student accepts the teacher Students accept each other
Relinquish	Allow students to have some ownership of class rules, regulations and rewards; establish a 'negotiated environment'.	<ul style="list-style-type: none"> Student is given responsibility of problem behaviour Student is given ownership of the curriculum Teacher uses the student's strengths and interests
Network	Work with others – teachers, parents, support staff – in reaching common goals; classroom management should not be a sole pursuit!	<ul style="list-style-type: none"> An alliance exists between stakeholders There are defined roles for stakeholders There are common goals for stakeholders

Source: adapted from Olsen & Nielsen, 2006, pp. 66–70.

ACTIVITY

Choose two of the frameworks outlined above. Using a graphic organiser such as a Venn diagram, compare and contrast characteristics of the two frameworks.

1. What strikes you the most in terms of similarities between the frameworks?
2. What strikes you the most in terms of differences?
3. Where do the emphases lie?

Your own classroom management plan

There are many advantages in developing a classroom management plan for your particular context and group/s of students. The process of planning and documenting forces you to examine your philosophical beliefs about how the classroom, including student behaviour, should be managed. You will find that many classroom management plans begin with a statement of philosophical beliefs, and it is important that you begin developing your own philosophy, which will change over time as you gain more experience and engage with more information about classroom management. To help form your philosophy, based on your current beliefs, Burden (2013) suggests answering the following (modified) questions:

- What is the purpose of education?
- What is a good teacher, and what is good teaching?
- What should be the goals of a classroom management plan?
- What degree of control [authority] do I want to maintain in the classroom? Do I see myself as an autocratic or a democratic teacher, or somewhere in between?
- How do I want my degree of control [authority] to be evident in my instructional, management and disciplinary practices in the classroom?
- Which approaches to classroom management appeal to me? (p. 38)

In cases where there is a system or school-wide framework, your plan will need to align closely with this, while still incorporating your own specific approaches to classroom management. In other words, your plan will comprise a more detailed and tailored approach than that of the broader school framework and will reflect who you are as a teacher.

Another advantage in developing your own plan is that it requires you to consider in advance how you will act and react in certain situations. With regard to student behaviour, for example, action often has to be taken immediately, and this is determined by a teacher's mental model or plan, which provides a framework for action. We know that managing behaviour can affect emotions, which makes it all the more important to be proactive by developing and consolidating strategies to deal with the types of behaviour that you are likely to encounter in the teaching setting.

In Chapter 9 you will be introduced to a number of proactive and corrective strategies for classroom management. It will be important for you to consider how you might include these strategies in your own plan. What others might you use? In what areas do you need to learn more and develop additional skills? Your professional experience placements should prove particularly helpful in this regard; be alert to how teachers communicate to students, both verbally and through other types of

interaction (such as eye contact, hand gestures and so forth), the types of behaviours that are productive and appropriate, and those that need to change.

ACTIVITY

The short inventory in Table 8.5 provides you with an insight into your capacity, at this stage in your teacher education, to manage one component of classroom management: developing a positive classroom environment.

- On a scale of 1 to 4 (4 being a practice you use consistently), rate yourself on the following ten strategies for developing positive student attitudes and perceptions about the classroom environment.

As part of your preservice program, you might be required to develop a classroom management plan, which can be further developed once you start teaching. There are a number of resources, including templates and exemplars, available to provide support in this area; for example, Education Queensland's (2007) *Better behaviour, better learning: Essential skills for classroom management*, Cope's (2007) *How to plan for behaviour development and classroom management*, and *The classroom teacher's survival guide* by Ronald Partin (2009). Making reference to theories is advisable as this process challenges you to justify and support your classroom management approach and extend it beyond your own particular viewpoints. It is also important to consider how your planning and work in managing the classroom will enable you to address the Standards, particularly Standard 4: Create and maintain supportive and safe learning environments

Multiple-choice
questions
Short-answer
questions

Table 8.5 Classroom environment inventory

	1	2	3	4
Example of strategies				
1. Try to establish a relationship with each student in the class				
2. Monitor your own attitudes				
3. Engage in equal and positive classroom behaviours				
4. Treat students' incorrect responses or lack of response with dignity				
5. Provide students with opportunities for collaborative learning				
6. Frequently and systematically use strategies that involve physical movement				
7. Have students create their own standards for a positive learning environment				
8. Establish and communicate classroom rules and procedures				
9. Establish clear rules about the physical safety of students				
10. Be aware of malicious teasing/threats/bullying in or outside the classroom, and take steps to stop such harassment				

Source: based on McREL, 2006, p. 19.

Summary

Demonstrate an understanding that classroom management practices are historically, socially and culturally contextualised

In order to teach effectively, it is important to understand that classroom management practices are historically, socially and culturally contextualised. This section of the chapter introduced you to the following concepts:

1. Approaches to classroom management change over the course of time, such that practices considered appropriate and effective in the second decade of the twenty-first century differ significantly from those adopted by previous generations of teachers. Classroom management approaches will also continue to change in the future.
2. Teachers need to be cognisant of the sociocultural make-up of their school population and school context, and manage the learning environment in ways that acknowledge and cater for the diversity of social and cultural backgrounds of their students.
3. Approaches to classroom management are never fixed but, rather, are subject to change according to the array of factors associated with the contexts in which they are adopted.

Display an elementary understanding of different theoretical approaches to classroom management

Many approaches to classroom management stem from one or a number of overarching theories. Developing an understanding of different theoretical approaches to classroom management is important in learning to teach because they inform the evidence base for the practices commonly undertaken by teachers in today's classrooms. Different theoretical approaches vary, often significantly, from one another, and your choice about which one/s to use will depend on the context in which you are teaching, the make-up of the school and classroom population, and the particular needs of your learners. Common to many theoretical approaches to classroom management are a number of general principles about student behaviour. In this chapter, we introduced the concepts that behaviour is learnt and conditioned, that it is purposeful in a social setting, that it is chosen, and that it can be changed and taught.

Demonstrate a foundational understanding of managing the classroom for diverse learners

In this section, we explored ways of managing the classroom to address the learning needs of diverse learners. This includes understanding, accepting and respecting all learners regardless of their ability, disability, age, background, gender, political

and ideological beliefs, religious beliefs, sexual orientation, socio-economic status, and so forth (Gollnick & Chinn, 2016). Embracing diversity also brings forth the concepts of equality and equity, and we considered ways that equity of access to learning opportunities can be managed in the classroom. Through two case examples – ‘teacher cultural responsiveness’ and ‘managing the classroom for gifted learners’ – you were prompted to consider how you might establish safe, positive and productive learning environments in the particular schooling sector in which you aspire to teach.

Engage with frameworks and plans for organising and managing your particular learning environment

In this chapter, you were introduced to the importance of classroom management frameworks and plans, both at the school and individual teacher levels. There are myriad resources that have been developed in this area, which you can access for your own reference, planning and modelling. A key advantage of a school-wide framework is that it provides common understandings about, and accepted strategies for, managing classrooms and behaviours for all those in the school community. Developing your own classroom management plan, to be aligned with any existing school-wide framework, forces you to examine your philosophical beliefs about how the classroom, including student behaviour, should be managed. Your plan will comprise a more detailed and tailored approach than that of the broader school framework and will reflect who you are as a teacher.

Review questions

Review
questions

1. Understanding the sociocultural make-up of your teaching context is important. Looking forward to when you begin teaching, what might be some of the first steps you take in order to learn about the social and cultural characteristics of the school population and context? The My School website might provide a useful starting point of reference: www.myschool.edu.au.
2. In this chapter, you were introduced to some of the theoretical understandings about classroom and behaviour management. Which of these understandings resonated with you, and which did not? The following online resource might prompt your reflection: www.youtube.com/watch?v=0FQodgXWArU.
3. The importance of managing the classroom for diverse learners cannot be overstated. In this chapter, you were introduced to ways of addressing the learning needs of diverse learners through effective management of the learning environment. In relation to the teaching sector (early years, primary, secondary) in which you are aspiring to teach, what are some of the main challenges you think you might face in catering for diverse learners? The following ACARA website link might provide a helpful point of reference: www.acara.edu.au/curriculum/student-diversity.

4. Classroom management frameworks and plans, both at the school and individual teacher levels, can prove extremely useful in effectively managing the learning environment. What types of frameworks do you believe would help to enhance and support your classroom practice? This AITSL video might assist you in your reflection: www.aitsl.edu.au/australian-professional-standards-for-teachers/illustrations-of-practice/detail?id=IOP00284.

Research topic

Using theories to inform your management of the classroom

In this chapter, we discussed the fact that theoretical approaches inform active and practical ways of managing classrooms. In order to gain a deeper understanding in this area: (1) compare and contrast two behaviour management approaches of your choice, and (2) discuss ways in which you could implement these approaches in your classroom. Here are a variety of approaches, and their primary proponents, that are commonly referenced in the literature:

- assertive discipline (Canter, 1976)
- behaviour modification (Skinner, 1938)
- choice theory (Glasser, 1992, 1993)
- congruent communication (Ginott, 1971)
- democratic discipline (Dreikurs, Grunwald & Pepper, 1982)
- positive behaviour leadership (Rogers, 1990, 1998)
- Responsible Thinking Process (Ford, 2004)
- teacher effectiveness training (Gordon, 1974).

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