

Class and Lecturer Information

Course: Classroom Management

Days: Tuesdays

Number of credits: 2

Number of hours: 30

Room: ED 5

Lecturers: Dr. Gow-Morrison and Mrs. Leslie Yearde

Office hours: Tuesdays 2:00 p.m. – 4:00 p.m.

Email: loritagowmorrison@stcoll.edu.jm norletteyearde@stcoll.edu.jm

Reading Resources

Recommended Texts and Required Readings

Beck, Laura, (2006) *Child Development*, 8th Ed., Allyn and Bacon, Massachusetts, U.S.A
Hunt, M., Marshall, K., *Those Who Can Teach* (9th Edition) –

Matalon, B. (2008). *Classroom Management*. Kingston: Chalkboard Press

Classroom Management-University of the West Indies 2003, Editor Mc Donnough

Handbook For Beginning Teachers - Jamaica Teachers Association, Professional Service Unit, 2008

Jones, F. (2007). *Tools for Teaching Discipline, Instruction, Motivation*. Fred Jones and Associates, Inc.103 Quarry Lane, Santa Cruz, CA.

Robbins – *Introduction to Management*

Castro, C. – *Management*

Stone and Freeman – *Management*

Snowman Jack, Biehler Robert (2003)*Psychology Applied to Teaching, Houghton Mifflin, 10th edition*

Vaughn, Sharon et al (2010) *Teaching Exceptional, Diverse and at Risk Students*, 5th Edition, New Jersey: Prentice Hall.

Wong, Harry K. & Rosemary T. (2009) – *First Days of School: How to be an effective teacher.*

Course Description

This course will develop student teachers' skills, competence, professionalism in the management of today's classroom, using a situated and constructivist learning approach. It comprises four units and is expected to be presented over the semester of 15 weeks.

Instructional Processes

Collaborative tasks, simulations, interactive lectures, interactive presentations, class discussions, research.

Class Policy Goals and Expectations

The education system must seek to maintain its relevance in this context of change. As teacher researchers, engaging in action research is providing the opportunity for us to understand and solve some of the problems that impact our practice. Consequently, it is the hope that students see themselves as teacher researchers with the required confidence to immerse in the research process. Lecturers and student teachers exploring this course should collaborate respectfully and professionally in order to enact the research process as a reflective, interactive process of learning. Student teachers and lecturers are expected to demonstrate a passion for learning through the administration of effective and efficient critical thinking, time management, communication and technological skills. Adherence to the guidelines of the Teachers' Colleges of Jamaica (TCJ) is mandatory

UNIT 1 : Introduction to the Principles of Classroom Management

INSTRUCTIONAL OBJECTIVES:

At the end of this unit, students should be able to:

1. Explore perspectives of classroom management
 2. Describe management functions and skills.
 3. Develop strategies to foster a positive classroom climate for teaching and learning.
 4. Evaluate the clerical managerial functions of teachers
 5. Describe administrative functions of teachers
 6. Demonstrate strategies to manage:
 - a) student-teacher relationships
 - b) home-school relationships
 - c) student-student relationships
 - d) teacher-teacher relationships.
 6. Critically analyze external and internal factors that affect behaviours and management of these behaviours in the classroom.
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UNIT 2 Theories of Development and Learning applied to classroom management.

Specific Objectives

At the end of the unit, students should be able to:

1. Apply theories of development and learning in analyzing student and teacher behaviours in the classroom.
 2. Examine the relationship between stress management and classroom management
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UNIT 3: Managing Behaviours in the Classroom: The Teacher as Classroom Manager

Specific Objectives

At the end of the unit, students should be able to:

1. Examine student performance in relation to the dimensions of classroom management
 2. Apply ethical and professional guidelines in the management of classrooms
 3. Evaluate the contextual relevance of classroom management roles and strategies.
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UNIT 4: Approaches and Models of Classroom Behaviour Management

Special Objectives

INSTRUCTIONAL OBJECTIVES:

At the end of the unit, students should be able to:

1. Examine possible reasons for students’ misdemeanors in the classroom
2. Analyze classroom management approaches/models.
3. Apply the principles of classroom management to real classroom situations.

Topic Schedule and Reading Assignments

Table 1

Topic Schedule and Reading Assignments

Dates	Topics	Due dates	Weighting	Reading Assignments
Weeks 1 & 2	Course Overview			
Weeks 1 & 2	Understanding the relevant concept of			http://www.nssc1.org/part-played-by-movies-in-

	<p>management, learning environment, classroom management</p> <ul style="list-style-type: none"> • Discussion of philosophy of teaching and classroom management • Analysis of the relationship between philosophical orientation, and classroom management and mode of instruction. • Teacher centered versus learner centered, • Proactive versus Reactive. • Examination/Analysis of external and internal factors that affect the behaviours of students and their impact on teaching and learning • Socio-political and socio-cultural factors and their impact on behaviour • technology, • media 		<p>instigating-violence-in- http://www.crf-usa.org/school-violence/causes-of-school-violence.html</p> <p>http://www.nssc1.org/root-cause-of-school-violence.html</p> <p>http://www.nssc1.org/psychological-factors-in-school-violence.html</p> <p>http://www.nssc1.org/part-played-by-movies-in-instigating-violence-in-school.html</p>
Weeks 1 & 2	<ul style="list-style-type: none"> • Philosophy of teaching and learning and its link to classroom management.(contd) • General roles of the teacher • Two major roles of the teacher-manager/teacher • Management roles: planning, organizing, controlling, setting and implementing rules/regulations, monitoring learning, protecting instructional time, record keeping... <p>Functions of teachers as Clerical Administrators</p> <ul style="list-style-type: none"> • Time Table Management 		Matalon,B.2008 Classroom and Behaviour Management, Chalkboard Press Management Chapters 1-2

	<ul style="list-style-type: none"> • Recording students' progress – MOE standardized tests [Grade 1, 3, 6 tests + CSEC, CAPE) • Educational Administration [record keeping only] • Record keeping for classes; report card preparation • Ethical issues related to management of funds in the teacher's responsibility <p>The teacher's relationships with stakeholders: school, parents.</p> <ul style="list-style-type: none"> • Preparation of records for students <ul style="list-style-type: none"> • Duties: PTA, Open Days, Parent-teacher interviews and School club <p>-</p>			
Weeks 1 & 2	<ul style="list-style-type: none"> • Views of Classroom Management: - Management as a discipline - Management as a system - Management as instruction <p>Definition of the classroom learning environment</p> <p>Areas in the classroom environment to be managed</p> <p>Key components of the classroom learning environment and the ideas related to each</p> <ul style="list-style-type: none"> • Physical environment • Psychosocial environment • Academic learning <p>Physical (space, ambiance and</p>			

	<p>organization)</p> <p>Psychosocial (relationship, climate, emotional safety)</p> <p>Academic (relevance, classroom culture, social curriculum)</p> <ul style="list-style-type: none"> • Discussion of the importance of each in contributing to a healthy classroom environment in which students are encouraged to engage in active participation: • Need to: <ul style="list-style-type: none"> - Identify areas for improvement and areas that need to be maintained • exploration of motivational factors that affect students • 			
Weeks 3 & 4	<p>Factors which affect classroom management</p> <ul style="list-style-type: none"> • Exploration of what makes an effective teacher/manager • Exploration of necessary management skills: conceptual skills, motivational skills, human relations/interpersonal skills - Effective classroom management and the effect on teaching and learning and behaviour <ul style="list-style-type: none"> ✓ Student directed management model ✓ Teacher directed management model 			<p>ASCD(2008) Building Classroom Relationships. Classroom Leadership,7(2) retrieved from http://www.ascd.org/publication/classroom.leadership/oct2003/toc.aspx</p> <p>http://www.ascd.org/publication/classroom-leadership/oct2003/Keys-to-Fostering-Positive-Classroom-Relationships.aspx</p>

	<p>✓ The collaborative management model</p> <p>Development of strategies to foster positive classroom climate</p>			<p>http://www.ascd.org/publications/educational-leadership/sept07/vol165/num01/Ten-Roles-for-Teacher-Leaders.aspx</p>
Weeks 3 & 4	<ul style="list-style-type: none"> • The teachers' management role (three dimensional) • Content/Instructional Management • Context Management • Classroom Management and the evaluation process 			<p>Code of Ethics Code of Regulations Article: What Teachers should know and be able to do(website)</p>
Weeks 3 & 4	<p>Developing strategies for Managing:</p> <ul style="list-style-type: none"> • student-teacher relationships, • home-school relationships, • student-student relationships and • teacher-teacher relationships • Setting and implementing rules 			
Weeks 3 & 4	<p>Planning for behaviour management</p> <ul style="list-style-type: none"> • punctuality, professional conduct, speech, dress etc • Strategies for the management of behaviours: shaping, token economy, time out etc <p>Managing exceptional learners</p>			
Weeks 5 & 6	<p>Theories of Development Applied to Classroom Management</p> <p>Cognitive: Piaget, Vygotsky Constructivism: Dewey</p>			<p>Matalon,B.2008 Classroom and Behaviour Management, Chalkboard Press</p>
Weeks 5 & 6	<p>Behaviourism: Skinner ,Pavlov(classical conditioning/Operant Conditioning Key concepts: reinforcement, positive and negative reinforcement, punishment, aversive stimuli) positive/negative punishment Social/Humanistic: Bandura, Maslow Instructional Planning: Bruner/Ausubel Psychosocial: Erickson</p>			

Weeks 5 & 6	Approaches and models of Classroom Behaviour Management <ul style="list-style-type: none"> Review approaches to classroom discipline Overview of Classroom management Model 			
Weeks 5 & 6	Theories of classroom discipline <ul style="list-style-type: none"> Assertive Discipline – Canter Behaviour Modification – B.F. Skinner Logical Consequences – Dreikur William Glasser’s Reality Therapy – Non Coercive Discipline 			Hardin, Carlette.J.,2008, Effective Classroom Management, Upper Saddle River
Weeks 5 & 6	<ul style="list-style-type: none"> The professional behaviour of the teacher The Code of Ethics (principles 1 and 2) How adhering to the code of ethics will help to foster the social curriculum as well as positive classroom climate, resulting in better discipline The Regulation Code (sections related to student discipline and management) 			
Weeks 5 & 6	Definition of stress <ul style="list-style-type: none"> Why manage stress? Some causes of stress in the classroom/school setting Managing stress in classroom/school setting 			
Assessment	Coursework: 100%			

Lecturer’s Name, Department: The Education Department
Shortwood Teachers’ College, June-July, 2014
