

Class and Lecturer Information

Course: Classroom Management

Days: Monday	Tuesday	Wednesday	Friday
Time: 1- 3	10:15-12:15	1:30-2:30	10:15–11:15

Room:

Lecturers: Miss Morrison, Miss Kadian Armstrong, Mrs. Ritwa Smith ,
Mrs. Claudia Jack, Miss Renee Williams, Mrs. Norlette Leslie-Yearde

Office hours:

Phone:

Reading Resources

1. Hardin, Carlette.J.,2008, Effective Classroom Management, Upper Saddle River
2. Marzano, R.J,&Marzano,J.S., 2003, Classroom Management that Work
3. Matalon,B.2008 Classroom and Behaviour Management, Chalkboard Press
4. Snowman, Jack & Biehler, Robert., 2003, Psychology Applied to Teaching, Houghton Mifflin
5. Vaughn, Sharon,2010,Teaching Exceptional, Diverse and at Risk Students, New Jersey, Prentice Hall
6. Wong and Wong, 2009, The First Days of School: How to be an Effective Teacher, Harry K. Wong Publications

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

Discussions
Research
Observation
Demonstrations
Debates
Oral presentations
Journaling
Presentations from resource persons
Article reviews
Dramatization/role play
Case studies
Cooperative Learning Strategies

Class Policy Goals and Expectations

As facilitators it is important that we model the environment we expect our students to create therefore our practice must be informed by our philosophy, our vision and our understanding of the theoretical framework which guides the process of classroom management. It is important that student teachers develop an appreciation for the diversity which exists in their context and that classroom management is not “a one size fits all approach”. Each person therefore has to develop an approach to management which is informed by psychological and management theories and models which empower learners. Each facilitator should ensure that each class experiences a model environment which is physically and psychologically safe and guided by acceptable management principles so that theory and practice are integrated and meaningful. At the end of the course students should be able to develop a classroom management plan which is guided by the theories and models explored.

Summary of Content

Unit 1: Introduction To The principles of Classroom Management
Unit 2: Theories of Development and Learning applied to Classroom Management
Unit 3: Managing Behaviours in the Classroom: The Teacher as a Classroom Manager
Unit 4: Approaches and Models of Classroom Behaviour Management

Unit 5: The Classroom Teacher as an Administrator

Unit 1: Introduction To The principles of Classroom Management **Content**

Specific Objectives

Student should be able to:

1. Create definitions of classroom management as guided by their philosophy of teaching and learning
2. Describe the roles of the effective classroom manager.
3. Describe three approaches to classroom management.
4. Develop strategies to foster positive relationships and classroom climate for teaching and learning.
5. Through discussion and case study, 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 student' behaviours and management of these behaviours in the classroom.

Unit 2: Theories of Development and Learning applied to Classroom Management

Specific Objectives

Student should be able to:

1. Apply theories of development and learning in effectively addressing students' behaviours in the teaching learning environment.
2. Implement classroom management practices which provide opportunities for addressing issues in the classroom.
4. Describe the type of classroom environment that is conducive to effective teaching and learning.
5. List 6 – 8 needs of the teacher/classroom manager, highlighting implications for the teaching and management roles.
7. Evaluate classroom management practices observed.
8. Explain the Education Regulations with respect to its influence on teacher behavior and classroom management practices.

Unit 3: Managing Behaviours in the Classroom: The Teacher as a Classroom Manager**Specific Objectives**

Student should be able to:

1. Examine the significance of the dimensions of classroom management for improving students' performance
2. Apply ethical and professional behavior in the management of classroom
3. Effectively use a variety of strategies to manage behavior.

Unit 4: Approaches and Models of Classroom Behaviour Management**Specific Objectives**

Students should be able to:

1. Identify possible reasons for students' misdemeanors in the classroom
2. Analyse the beliefs and practices of classroom management approaches/models.
3. Apply the principles of classroom management to real classroom situations.
4. Through role-play, discussion and debates, apply principles of behavior management in the classroom setting.

Unit 5: The Classroom Teacher as an Administrator

Specific Objectives

Students should be able to:

1. Evaluate the clerical managerial functions of teachers
2. Outline models of time tabling, lesson evaluation, record keeping
3. Describe administrative functions of teachers

Topic Schedule and Reading Assignments

Table 1

Topic Schedule and Reading Assignments

Dates	Topics	Reading Assignments
Week 1	<ul style="list-style-type: none"> • Introduction and overview of course 	
Week 2	<ul style="list-style-type: none"> • Understanding the relevant concept of management, learning environment, classroom management 	http://www.nssc1.org/part-played-by-movies-in-instigating-violence-in-school.html

	<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. 	
Week 3	<ul style="list-style-type: none"> • Examination/Analysis of external and internal factors that affect the behaviours of students and their impact on teaching and learning • Exploration of what makes an effective teacher/manager • Exploration of management functions: planning, controlling, organizing, setting and implementing rules/regulations, monitoring learning • Exploration of necessary management skills: conceptual skills, motivational skills, human relations/interpersonal skills • Effective classroom management and the effect on teaching and learning 	<p>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>
Week 4	<ul style="list-style-type: none"> • What is the classroom learning environment? • Key components of the classroom learning environment and the ideas related to each: Physical (space, ambiance and organization) Psychosocial (relationship, climate, emotional safety) Academic (relevance, classroom culture, social curriculum) Socio-political and sociocultural factors, technology, media 	

	<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: <ul style="list-style-type: none"> - identifying areas for improvement and areas that need to be maintained - exploration of motivational factors that affect students' behaviour - exploration of some approaches to Classroom management <ul style="list-style-type: none"> ✓ Classroom Management as a discipline ✓ Classroom Management as instruction ✓ Classroom Management as a system ✓ Student directed management model ✓ Teacher directed management model ✓ The collaborative management model • Development of strategies to foster positive classroom climate 	
Week 5	<ul style="list-style-type: none"> • Developing strategies for managing student-teacher relationships, home-school relationships, student-student relationships and teacher-teacher relationships • Setting and implementing rules 	
Week 6	<ul style="list-style-type: none"> • Planning for behaviour management – punctuality, professional conduct, speech, dress etc • Strategies for the management of behaviours: shaping, token economy, time out etc • Managing exceptional learners 	
Week 7	<ul style="list-style-type: none"> • The teachers' management role (three dimensional) 	

	<ul style="list-style-type: none"> • Content/Instructional Management • Context Management • Classroom Management and the evaluation process 	
Week 8	<p>Theories of Development Applied to Classroom Management</p> <p>Cognitive: Piaget, Vygotsky Constructivism: Dewey</p>	
Week 9	<p>Behaviourism: Skinner ,Pavlov(classical conditioning/Operant Conditioning: reinforcement, positive and negative reinforcement, punishment, aversive stimuli)</p> <p>Social/Humanistic: Bandura, Maslow Instructional Planning: Bruner/Ausubel Psychosocial: Erickson</p>	
Week 10	<p>Approaches and models of Classroom Behaviour Management</p> <ul style="list-style-type: none"> • Review approaches to classroom discipline • Overview of Classroom management Model 	
Weeks 11-12	<p>Theories of classroom discipline</p> <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 	
Weeks 13-14	<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 <p>The Regulation Code (sections related to student discipline and management)</p> <p>The teacher’s need and self-understanding</p> <p>Roles and responsibilities of the teacher</p>	

	<p>Functions of teachers – clerical administrators</p> <ul style="list-style-type: none"> ✓ Time table management ✓ Recording students' progress (MOE standardized tests: grades 1, 3, 4, 6, CSEC, CAPE) ✓ Educational Administration (record keeping only) ✓ Record keeping for classes 	
Week 15	<ul style="list-style-type: none"> • Definition of stress • Why manage stress? • Some causes of stress in the classroom/school setting • Managing stress in classroom/school setting 	
Assessment	<p>Course work 60%</p> <p>Examination 40%</p> <ol style="list-style-type: none"> i. Interview ii. Movie Analysis iii. Observation iv. Final examination 	

Assignments

Classroom Observation and Reporting

Movie/Video Review

Interview

Due Dates:

Evaluation

Table 2

Course Evaluation Weighting

Assessment Components	Weighting
1. Course work pieces	60%
2. Final examination	40%
3.	
4.	
5.	
