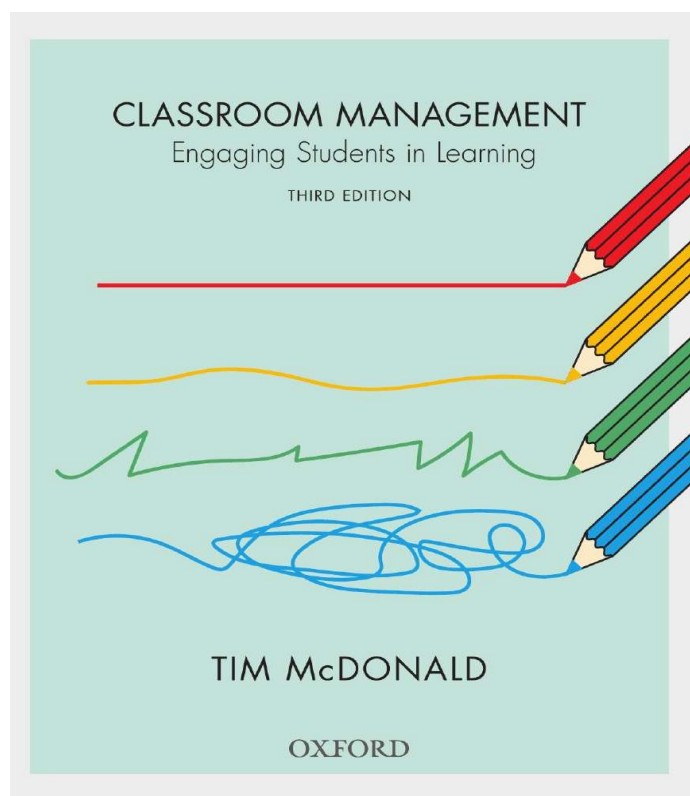


Instructor's Resource Manual



Classroom Management: Engaging Students in Learning

Third Edition

Tim McDonald

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Note: You can post this page on the web for students to access, or include it in the unit outline or as a handout sheet.

Positive Learning Framework:

Three Phase Model

Prevention: self-awareness and management plan	Prevention: lesson design	Corrective actions
<p><i>At the start of the year and before each class</i></p> <ul style="list-style-type: none"> • self-awareness • proactive thinking—student disengagement and misbehavior will happen at some stage • caring and welcoming classroom • classroom layout and resources • high and specific expectations • rules, routines and procedures 	<p><i>Beginning</i></p> <ul style="list-style-type: none"> • whole-class attention (Cue to Start) • clear learning outcomes conveyed to students (planning that 'begins at the end') • motivation 'hook for learning'—set induction • advanced organiser • recall prior learning • level of student engagement 	<p><i>Low-level responses (minimal/no disruption to lesson flow)</i></p> <ul style="list-style-type: none"> • use of dignity (privacy/politeness/tone of voice) • minimal language (use succinct messages, an assertive tone with eye contact, avoid 'why' questions, redirect back to the lesson/learning) • proximity • name and 'thanks' • look/eye contact • non-verbal communication/gestures/signals • redirection • defer to private catch-up later • clear desists • tactical ignoring
<p><i>During lessons</i></p> <ul style="list-style-type: none"> • connecting • C2S • managing student movement • 'with-it-ness' • acknowledgment of appropriate behaviour • opportunities for autonomy and responsibility 	<p><i>Middle</i></p> <ul style="list-style-type: none"> • teaching/learning strategy—active student involvement • collaborative learning strategies • use of digital learning technologies and learning activities • group work • student movement for distribution of resources • questioning and responding to student answers and effort • promoting student success 	<p><i>Moderate-level responses</i></p> <ul style="list-style-type: none"> • circle-time, conferencing • identifying motivation • identifying the 'game' • empathetic statements • offering escape routes • offering choices giving student responsibility for actions
	<p><i>Ending/closure</i></p> <ul style="list-style-type: none"> • check for understanding against outcome • evaluation expectations • lesson summary • link learning to outside of classroom • next lesson—what we will be doing next lesson is ... • teacher reflection on 'what was my impact on student learning'? 	<p><i>Escalating/crisis response</i></p> <ul style="list-style-type: none"> • awareness of escalation phase • de-escalation/defusing strategies • crisis-response strategies
		<p><i>Restorative responses</i></p> <ul style="list-style-type: none"> • skills for connecting, clarifying and restoring relationships

Introduction

This Instructor's Resource Manual sets out eleven skills-based sessions in classroom management and instruction. The sessions build upon the textbook and provide the lecturer or tutor with step-by-step guidelines for engaging pre-service teacher education students. The sessions are designed to help the pre-service teacher to develop their management plan, to integrate the theory into their practice and to develop a range of skills, a language of discipline and the confidence to deal with the typical behaviours they will face as practising teachers.

Workshop structure

The workshops aim to maximise the integration of theory and practice. Each workshop follows a set structure and includes a wide range of resources for tutors to select from. Although the workshops have a set structure, there is plenty of room for tutors to add in their own activities and incorporate the learning outcomes of their unit of study at university.

Included in the workshops are **Tutor's tip** boxes that outline the thinking behind an activity or background information on an activity. The tutor's tips are aimed at supporting tutors in telling the story behind the theory or activity.

The workshops are set out under the following headings.

Learner outcomes

The intended outcomes for each workshop are listed. These are linked to the textbook.

Content

The content to be covered in the workshop is briefly described.

Assumptions

One of the goals of the textbook and these workshops is to help pre-service teachers to develop a **management plan**. In developing a management plan, they will need to reflect on and explore their assumptions about student learning and behaviour and the role of the teacher. Each workshop sets out the textbook's assumptions for that topic.

Session sequence

In each workshop, there is an advance **organiser** that can be written up on the whiteboard. Alternatively, all eleven organisers can be placed in the unit outline or online for students to see what each workshop will cover in advance.

This workshop outline allows the tutor to ask, 'Is there anything that people would like to add to this session? Do you have any questions, observations or new learning that you wish to comment on?' It is good to model good practice by clearly stating what students will be learning in each session.

Lecture

Suggestions for the lecture are provided. Social media resources are referenced and other possible sources of information suggested.

Tutorial discussion

A 'Tutorial discussion' of the **required reading** is set out for each topic. The students will have set parts of the text to read for each topic. This section of the workshop allows the students, with the tutor, to discuss what they have been reading and their understanding of the concepts covered in the text. Additional readings (such as articles and local research literature) can be inserted here for discussion.

The Tutorial discussion also helps the students to get into the text early and to begin developing their management plan, rather than leave it until later and develop a plan that is hurried and superficial. We have found that students appreciate having a structured approach to a text, as well as having a text that is integral to their learning.

AITSL Standards and Resources

The AITSL Standards have been referenced in each chapter. It is important that these are highlighted in the Tutorial so students can see the link between the unit and their developing evidence base for achieving Graduate proficiency.

Each workshop has 'Illustrations of Practice' videos from AITSL that provide examples of the Standard for the students. These 'Illustrations of Practice' can be used as a discussion starter or for the Tutor to highlight teacher behaviours/skills that reinforce elements of the text and unit.

The Standards and 'Illustrations of Practice' can be put online as a resource handed out to students in the first tutorial as a resource they can use throughout the semester.

Activities

Each workshop incorporates **cooperative learning strategies** as well as **activities** that pre-service teachers can use in their teaching. The activities are designed to maximise participation, model good practice and meet the learner outcomes. Common questions after each activity can be 'When could you use this in your classroom?' and 'How could this be used to engage your students in learning?'

The activities are described in full and the process of how they can be organised clearly set out. Each workshop includes a range of activities; tutors can use a selection of the activities or they can use activities of their own that reflect the learner outcomes and content of the workshop.

Some of the activities link back to the *Practice activity* or *Critical reflection* sections in the text.

In each chapter there is a 'Teacher in Focus' section, featuring a current practicing teacher's reflection on their practice and insights into one area of their teaching. These 'Teacher in Focus' stories are rich sources for conversations with students in what they read and how their practice mirrors or differs from this teacher. Each Tutorial can have a 'Teacher in Focus' discussion which reinforces key learnings in the unit and the text.

Practice

Practice is crucial to these skill-based workshops. In developing a language of discipline, pre-service teachers need to practise the language and the skills. Space is provided in the workshops for them to practise—this does not involve role-playing but practising a specific classroom management skill or strategy.

Pre-service teachers cannot hear or read about a skill and be expected to put it into practice when they are in a school. The 'Practice' section set out for each topic identifies skills that pre-service teachers can develop.

Management plan development

An intended outcome of the text is that students will develop a **management plan** as they read the text. This section of the workshop assists the pre-service students in this development and helps the tutor guide this development and answer any questions the students may have. This section is linked to specific sections in the text.

Next topic

At the end of each workshop, we have set out what is required for the next topic. This section includes pages or chapters of the text to be read, activities to be attempted, websites to be viewed or selected readings from the resources listed in the *Further reading* sections of the text.

Assessment

One assessment that develops as a part of the text and workshops is the **management plan**. This can be set out in three sections: philosophy, theory and practice. Table 1.2 on page 27 can be adapted for assessment criteria and as a structure for the plan. At several universities, we have used this plan as a major assignment and the student feedback has been positive. Students find the assignment challenging, as it requires self-reflection—the starting text is themselves and their beliefs or assumptions.

Acknowledgments

These workshops are not finished products but are rather a work in progress. We hope to continue to develop them and the resources required by pre-service teachers to develop knowledge and skills in classroom management and instruction. These workshops are a reflection of many discussions with teachers, university colleagues and university students on how to best educate pre-service teachers in classroom management. We may not have it right in all respects, but we are still talking, reflecting and challenging each other on possible ways forward. I would especially like to thank Jane Hawdon, Sheona Motroni, Melissa Shepherd, Rebecca Walker, Paul Fitzpatrick, Helen Egeberg, Rob Henderson and Christina Gray, who have significantly contributed to these workshops through our working with pre-service teachers.

Tim McDonald