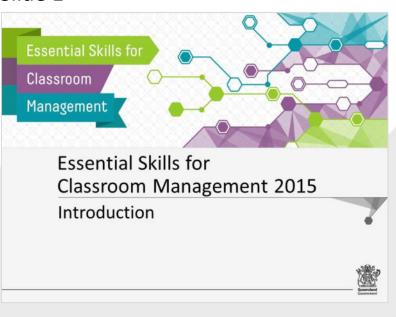


# Slide 1



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### Slide 2

# Australian Professional Standards for Teachers



- Standard 4: Create and maintain supportive and safe learning environments
  - 4.1 Support student participation
  - 4.2 Manage classroom activities
  - 4.3 Manage challenging behaviour
  - 4.4 Maintain student safety
  - 4.5 Use ICT safely, responsibly and ethically







# Slide 3

# Essential Skills for Classroom Management (ESCM)



- Designed to provide practical and timely support for teachers at any stage of their professional career.
- · Introductory or refresher.
- · Prompt professional learning conversations.







### Slide 4

### Why is discipline important?



- An overview of research on student behaviour reveals several recurring themes that indicate the significance of this research:
  - Maintaining orderly learning environments is important because they are associated with high student engagement and achievement
  - Ineffective classroom management leads to detrimental effects including student resistance and disengagement, general misbehaviour and, in some cases, school violence

(Informed by Sullivan, A. M., Johnson, B., Owens, L., & Conway, R. (2014). Punish Them or Engage Them? Teachers' Views of Unproductive Student Behaviours in the Classroom. *Australian Journal of Teacher Education*, 39(6). http://dx.doi.org/10.14221/ajte.2014v39n6.6)









# Slide 5

### Why is discipline important?



 Teachers report classroom management to be one of the greatest concerns in their teaching, often leading to burnout, job dissatisfaction and early exit from the profession

(Australian Education Union, 2008; Blase, 1986; Friedman, 1995; Ingersoll, 2001).







### Slide 6

### Why is discipline important?



 Student misbehaviour can impact negatively on the professional resilience of beginning teachers

(Informed by Sullivan, A. M., Johnson, B., Owens, L., & Conway, R. (2014). Punish Them or Engage Them? Teachers' Views of Unproductive Student Behaviours in the Classroom. *Australian Journal of Teacher Education*, 39(6). http://dx.doi.org/10.14221/ajte.2014v39n6.6)

 Troublesome student behaviour and disengagement from school is linked with alienation and truancy (Soodak, 2003; Zyngier, 2007).







### Slide 7

### Punish Them or Engage Them?



- The Australian Research Council (ARC) funded this four-year study (2011-2015) into student behaviour in schools, examining
  - Policy design and implementation
  - Strategies used by teachers to respond to student behaviour
  - Classroom and school influences on student behaviour.
- In many countries like Australia, there is a growing sense of 'social anxiety' about students' behaviour in schools.
- The media illustrate society's unease by consistently reporting widespread public and political concern over allegedly negative and deteriorating student behaviour in the nation's public schools.







### Slide 8

### **Findings**



- While aggressive/anti-social behaviours do occur in schools, most teachers encountered them infrequently.
- Hence, the findings of this study do not support popular perceptions that schools are 'out of control' and that violent behaviours are common.
- Confirm earlier studies that showed that teachers frequently encounter relatively minor student behaviours.





### Classroom





# Slide 9

### **Findings**



- Of all unproductive behaviours that occur in classrooms, disengaged behaviours are extremely prevalent and teachers consider them difficult to manage.
- This research suggests disengaged student behaviours have more to do with factors within a teacher's control (environment, engaging curriculum) than with those located within the student.



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### Slide 10

### **Findings**



- Teachers can consider aspects related to the
  - physical environments
  - the curriculum and resources, and
  - their teaching to engage students in learning activities.
- Teachers utilise approaches to responding to unproductive student behaviour that may not address the underlying causes of that behaviour.
- Teachers particularly identified the use of a stepped approach or reasoning with the student either inside or outside the classroom to address unproductive behaviours.







### Slide 11

# Most frequently reported unproductive classroom behaviours



- · Talking out of turn
- · Avoiding doing schoolwork
- Disengaging from classroom activities
- · Disrupting the flow of a lesson
- · Moving around the room unnecessarily
- · Being late for class
- · Making distracting noises intentionally
- · Mucking around, being rowdy
- · Making impertinent remarks
- · Interfering with other students' or teachers' property



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### Slide 12

# Least frequently reported unproductive classroom behaviours



- Being extremely violent towards other students or teachers
- · Sexually harassing teachers
- Being physically aggressive towards teachers
- · Being physically destructive
- · Verbally abusing teachers
- · Sexually harassing other students
- · Displaying uncharacteristically erratic behaviours
- Being physically aggressive towards other students







### 10 Essential Classroom Skills



- 1. Establishing expectations
- 2. Giving instructions
- 3. Waiting and scanning
- 4. Cueing with parallel acknowledgment
- 5. Body language encouraging
- 6. Descriptive encouraging
- 7. Selective attending
- 8. Redirecting to the learning
- 9. Giving a choice
- 10. Following through

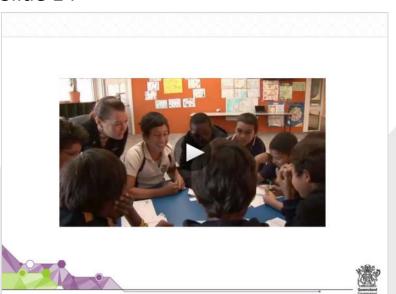




# Classroom











# Slide 15



