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| Classroom Management Plan |

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**Overview of Class**

This management plan has been developed for use in a Stage 3 composite class of Year 5 and 6 students. There are a total of 26 students in the class, with 15 from Year 5 and 11 from Year 6. A male student within the class from Year 5 has been diagnosed with an Attention Deficit Hyperactivity Disorder (ADHD), and special considerations have been documented within this plan to aid the management of his behaviour within the classroom.

**Philosophy of Teaching and Learning**

I believe that each child is a unique individual who needs a supportive, creative, and stimulating atmosphere in which to learn and develop emotionally, physically, intellectually and socially. It is my desire as an educator to allow students to reach their full potential by providing a learning environment that is safe, supports risk taking and invites collaborative learning and decision making. I want to motivate and inspire my students, fostering self-belief, confidence and an overall love for education. I aim to give children the tools to become successful in life, to believe in themselves and to love the person they are.

According to Porter (2007, pg. 206), the school and classroom ‘climate’ has a broad influence on students well-being, as well as their social skills. I feel that it is important to provide equal opportunity for every child to succeed, even those who may have a behavioural, physical or emotional disability. Therefore, I feel it is beneficial to provide a positive and supportive learning environment that is inclusive of all students. Arthur-Kelly, Lyons, Butterfield & Gordon (2007, pg. 123), also highlight that through the provision of a positive learning environment, students are more likely to engage in learning activities, and appropriate student behaviour is more effectively maintained.

One of the main features of the New South Wales Quality teaching Model, which has been developed by the New South Wales Department of Education and Training (NSWDET), is the importance of providing a quality learning environment for students. According to the NSWDET (2003, pg. 25) it is important to provide pedagogical practices that enhance the classroom environment, and allow for students and teachers to work productively, with a focus on meaningful learning. It also states that through the provision of a quality learning environment, students and teachers will develop positive relationships, therefore contributing to an enhanced sense of community, and curriculum learning (NSWDET, 2003). As an educator, I will aim to provide my students with an environment that is optimal for open and engaging learning, which also promotes the development of positive relationships, respect and values.

I want to work collaboratively with my students, both in curriculum learning and decision making within the classroom and wider school community. My role will be to assist discovery within children, rather than to be the sole source of information. I will guide students in their learning, helping them to take ownership of their learning experiences, whilst also allowing them to discover themselves. This theory stems from Vygotsky’s socio-cultural theory of child development. It has been stated in this theory that social interactions are vital for child development, and can lead to the acquisition of higher mental functions such as abstract thinking and problem solving (Vialle, Lysaght & Verenikina, 2008).

Vygotsky’s leading theory of the Zone of Proximal Development (ZPD) has also been an influential part of the shaping of my teaching and learning philosophy. According to Vygotsky (Vialle et al, 2008, pg 68),

*“Good learning is that in which is in advance of development which promotes development further.”*

I believe that children gain the most optimal learning experiences when they are set tasks that are challenging for their ability level, yet also achievable through guidance and scaffolding from an individual who is more experienced.

In response to classroom management, I feel that Bill Rogers presents behaviour management in an effective manner. His theoretical perspective of “positive behaviour leadership’ has influenced my philosophy of both teaching and behaviour management within the classroom context. Rogers’ theory is based significantly upon the principle of rights, resects and relationships, with the aim of discipline directed towards enabling students to be accountable for their behaviour *choice*, respecting the rights of others, and to build workable relationships with their peers (Edwards & Watts, 2008). The whole school management approach is also based upon the theoretical underpinnings of Rogers’ model. It is my belief that it is essential to provide students with ample opportunity to develop and learn positive social skills that will allow them to participate as social and civic citizens within our society. Through grasping Rogers, behaviour management theory, and the coping strategies embedded within, I feel that I will be heading my students in the right direction toward social and academic success.

**Preventative Strategies**

***Rules, Rights and Responsibilities***

The inclusion of rights and responsibilities reflect the fundamental values agreed upon as a school community. With older students, the classroom rights and responsibilities can be collaboratively developed (Rogers, 1990). When discussing rights and responsibilities with students, the conversation will be directly focused on responsibilities, as it will be explained that discipline will be directed toward students taking responsibility for their behaviour.

Our classroom *rights* and *responsibilities*:

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| **It is our right to:** | **It is our responsibility to:** |
| * Feel safe and happy in our school and classroom.
 | * Be a kind, caring and courteous member of our classroom.
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| * Learn in a supportive classroom and to use co-operative learning skills.
 | * Learn and to allow others to learn; by not being distractive or disruptive in our classroom
 |
| * Be treated with respect and fairness from others.
 | * Respect and value others in our classroom.
 |
| * Participate in our class as a respectful class member
 | * Allow everyone to have a fair go.
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 (Sleishman, 2005)

Rogers states that for the implementation of rules to be effective within any classroom, they must be discussed and formulated on a *whole class basis* in the establishment phase of the school year. He also explains that good rules are on the preventative side of discipline, and should be stated positively, inclusively and fairly (Rogers, 1990). Good rules should focus on the core rights of learning, safety and respect (Edwards & Watts, 2008). In the first week of the school year, the students and I will develop a set of rules that we deem to be fair and appropriate for our classroom, whilst also upholding the rights and responsibilities previously discussed in the establishment phase.

The *rules* in our classroom are:

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| **Rules – “In our classroom:”** |
| * We put up our hands to speak: We don’t call out.
* We co-operate and support each other in our learning.
* We always walk in the classroom and around the school: We don’t run.
* We use positive language and actions with other people: Bullying is not accepted at our school.
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(Rogers, 2004a)

The rights, responsibilities and rules will be posted on the noticeboard at the front of the classroom to allow for visual reinforcement when required.

***Routines***

Routines ensure the smooth running of the school and classroom on a day to day basis (Sleishman, 2005). In my classroom management I hope to implement certain routines that will make my classroom management and schedules more efficient and effective. The routines that I have chosen will be explained why they are important within the classroom and consistently modelled, encouraged and enforced on a day to day basis to ensure the creation of a workable learning environment (Rogers, 2004b).

Student VIP

I have seen this process implemented in a classroom environment whilst undertaking practical experience. At the beginning of each week a student will be chosen at random to be the class VIP. Being a class VIP allows the student to take on a leadership role in the classroom, whilst also teaching them and providing them with the skills to be a responsible and actively involved member of their classroom.

They will:

* Be the organiser of handing out books and sheets in classroom activities.
* Sit at the front of the classroom on a small chair next to the teacher when whole class discussion on the floor is taking place.
* Be responsible for housekeeping duties such as taking the class role to the office and taking lunch orders to the canteen in the morning.
* Be the ‘line’ leader for the week – meaning they get to stand at the front of the line when waiting to enter the class, or when the class is moving to a different learning area within the school.

Organisational Routines:

* When waiting to enter the classroom we form two neat and quiet lines outside the door and wait for the teacher.
* Before entering the classroom we ensure that we have all of the equipment and materials required out of our school bags to complete classroom work.
* First thing in the morning, we sit on the floor at the front of the classroom and take care of ‘housekeeping’ duties for the day. (Eg. Class roll, notes to be handed in, any changes to the days plan discussed).
* When leaving the classroom for recess, lunch and at the end of the school day, we wait quietly for teacher permission, and leave in a respectful and courteous way.

(Rogers, 2007 A whole school approach)

***Effective Teaching Strategies***

Developing a decisive teaching style

Rogers’s overall theory of classroom management highlights that the implementation of a decisive, authoritative or democratic teaching style is most effective. Teachers that take on this teaching style allow for an open, inclusive and supportive classroom environment that promotes optimal learning and behaviour outcomes (Edwards & Watts, 2008).

 This can be achieved by:

* The teacher knowing the rights and responsibilities of their students.
* Having a clear plan for responding to inappropriate behaviour.
* Establishing clear rules for students so they know and understand what is expected of them.
* Aiming for student co-operation, rather than pure compliance.
* Developing a series of non-verbal cues to respond to inappropriate behaviour.

Positive Feedback - Encouragement

Research has shown that feedback on student learning and behaviour is a crucial element in the learning process, and without feedback, teaching is not effective (Arthur-Kelly et al, 2007). Encouragement is a positive acknowledgement response that focuses on student achievement and effort and specific attributes of a students work. In this sense, encouragement is more effective than praise as it provides specific and meaningful feedback that can overall have a positive impact on student self-esteem (Klassen, 2005).

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| * Focus encouragement on improvement rather than evaluation of a finished product E.g. “I am so proud that you finished your work all by yourself today.” Or in response to behaviour “I really like the way you’re sitting quietly with your hand up Jessie.”
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| * In encouragement, use student’s prior achievements in context. E.g. “You read that one page in five minutes yesterday. You have improved that time by 2 minutes today.”
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| * Encouraging statements do not compare one child to another. E.g. “You are the quietest worker in this class.” Rather they focus on the individual.
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Matching Tasks to Student Ability – Working in the Zone of Proximal Development

At stated in my philosophy, I feel that it is important to provide students with meaningful and challenging learning activities that allow them to extend their knowledge and problem solving skills. Teachers can achieve this by understanding a child’s ability level, and proposing learning activities that are slightly above this level (Vialle et al, 2008).

*How to achieve this:*

1. Find a level of difficulty that will be challenging for the student – Proximal Level.
2. Provide guided practice – Scaffolding.
3. Student undertakes activity independently – The most consistent outcome of the ZPD.

(Moll, 1992).

Scaffolding strategies may include: demonstration, providing guidelines, providing examples and questioning sequences (Vialle et al, 2008).

***Positive Learning Environments***

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| **Considerations** |
| Students will be placed in seating positions at the discretion of the teacher. |
| Students who are continually disruptive and unfocused will not be seated next to each other. |
| Seating arrangement will be changed at least once a month to maintain help maintain positive relationships within the classroom and also to maintain behaviour problems that may be occurring. |
| At later stages in the year, children will be given the opportunity to select a chosen partner to be seated next to. |

Seating Arrangement and Classroom Style

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Whiteboardd

Teachers Desk

Whole Class Mat

Class rules, rights and responsibilities

Quiet reading corner

Display board for Student work

Storage Cupboards

Time out desk

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| Student work samples will be displayed around the classroom. |
| A quiet reading corner will be available for students who finish their work early. This corner will also be used for guided reading and writing activities in small groups. |
| Rights, Responsibilities and Rules will be posted at the front of the room for consistent referral. |
| There has been a time out desk incorporated into the classroom – which will be discussed in responsive strategies. |

Every teacher has their own personal preference on the physical seating arrangement they choose to implement within their classroom (Arthur-Kelly et al, 2007). It has been noted that U-shape seating arrangements accommodate teacher centred arrangement, whilst also allowing for student-student interaction where appropriate (Arthur-Kelly et al, 2007). I feel that this arrangement will allow me to interact with, monitor and, whilst also ensuring that focus.

Stimulating Student Interest

Maintaining student attention is a difficult task that many educators experience often (Edwards & Watts, 2008). I feel it is important that students feel that they can take ‘ownership’ of their learning experiences, and that they can also relate their learning to personal contexts. Achievement ideas:

* Use a lesson introduction that focuses on student interests. For example, in an English lesson, focus the discussion around personal experiences of the students.
* Use motivating activities at the beginning of the lesson, such as small topic related games.
* Ask the students questions – let them contribute to the lesson.

**Responsive Strategies**

Least to most intrusive steps:

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| ***When it should be used*** | ***How can it be used*** |
| **Tactical Ignoring**To ignore secondary behaviours such as whinges, pouts, negative ‘one liners’, calling out and attention seeking behaviours. | Teacher ‘ignores’ the reaction or minor behaviour so that they can focus on the immediate issue.An effective way to maintain focus with the rest of the class, and not to disrupt the ‘flow’ of the lesson. |
| **Non-Verbal Messages**Also use when ‘minor’ behaviour are occurring, such as students chatting at desks, calling out in class discussion and when waiting for student attention. | Eye contact, facial expressions, pointing to the rules, hand signals such as stop, moving around the room, tactical pausing. |
| **Rule Reminder**When inappropriate behaviour has been occurring continually and a reminder is needed for a particular student. E.g. A student is continually calling out in class. | Use a question to reinstate the rule in response to inappropriate behaviour. For example:“Remember our rule for wanting to speak in class...” |
| **What are you doing?**When a student is off task or doing something that they have not been asked to do. | Use a firm yet non-threatening tone. Simply ask: “What are you doing?” If they respond with an inappropriate response, ignore it, then redirect the student as to what they should be doing or ask them “What should you be doing? – Let them take responsibility. |
| **Clear commands**When a student/s is misbehaving and you wish to stop the behaviour immediately.  | Keep the commands short, although firm. Use the students name to add more authority. Can also use non-verbal messages in this process. E.g. “Jessica, stop what you are doing immediately!” |
| **‘I’ Statement**When behaviour affects the rights of other individuals within the class, responding to rudeness or inappropriate comments.  | E.g. “Joe, I feel distracted when you are continually talking to Sarah at your desk. You know the rule about supporting each other in our learning.” – Relate the statement directly to the rules, rights and responsibilities. |

(Edwards & Watts, 2008)

Rewards and Incentives

Rewards and incentives will be used in my classroom to ‘celebrate’ achievement. Like Rogers himself, I will choose to use the word ‘celebrate’ rather than reward

I will implement a system whereby children aim to reach certain levels – Bronze, Silver and Gold. Children receive certificates at each level, and must attain a certain amount before moving to the next level. This idea runs throughout the whole school program, and is recorded by the administration staff at the end of each term. Therefore, the system not only corresponds to my classroom, and an individual school year the child is in, it extends to promote progress and achievement throughout the child’s whole primary school career. It promotes consistent effort within the school classroom and community.

*How it works:*

* A child receives bronze certificates for classroom behaviour, achievement in academic areas, and also personal achievements, such as being a polite and caring class member. A child must receive 25 bronze certificates to receive a silver certificate.
* Children must receive 5 silver certificates in order to move to a gold level. This is a total of 125 bronze certificates. (Remember that this achievement can be achieved from Kindergarten to Year 6)
* Once a child receives a gold certificate, they obtain a ‘pin’ to wear on a day to day basis. The award system does not stop once the child attains a gold certificate – the process of receiving rewards from bronze begins again.

Consequences – Least to most intrusive

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| ***When it should be used*** | ***How can it be used*** |
| **Choice** When you have implemented a range of management strategies including non-verbal messages, rule reminders and ‘I’ statements, and the inappropriate behaviour of the child is still occurring. Can be: refusing to undertake classroom set activities, playing with an object that they should not be playing with, refusal of teachers instructions etc. | Students are given a choice in response to the consequence and outcome of the behaviour they are displaying. E.g. “You can either do the work I have set now, or you can come in and finish at lunch time?”This allows the child to take responsibility for the behaviour consequence, through choosing and making judgement about what is the most favourable action for them to take. If the child continues to be unfocused, not completing their work, it is important to follow through with the consequence of staying in at lunch time. |
| **Time Out**When an individual’s disruptive and inappropriate behaviour significantly affects the rights of other students, the individual ‘temporarily’ loses the right to participate within the classroom.  | When a student is significantly disrupting the learning of others, they will be asked to spend a short amount of time in time-out (3-5 minutes). In this time, they are asked to reflect upon their behaviour, and the cause and effect of the consequence. When the student has ‘calmed down’ and is ready to obey the rules of the classroom, they are invited rejoin the group. In severe behavioural disruption cases (such as violent or aggressive behaviour) the student may be asked to spend 5 – 10 minutes with another teacher within the school to reflect on their behaviour. (This teacher will be pre-organised). |
| **Individual Behaviour Management Plan**When the child’s behaviour is seriously unacceptable, and recurring.  | The student and teacher collaboratively develop a ‘contract’ for behaviour management, after thorough discussion and negotiation. It does not contain lists of desired behaviours from the teacher, they provide a goal of behaviour for the child to achieve. Both the student and the teacher will be able to assess their progress towards the end goal. Remember to only set a limited number of goals (1-2) for the child to achieve within a short period of time – it must be practicable. |
| **Exit procedures**When the students behaviour is beyond the physical control of the classroom teacher themselves. | This is the last resort strategy and should only be used when considered necessary. The student is sent to another teacher’s room or the deputy principal’s office. From here, the whole school approach to behaviour management and discipline will be implemented. The consequences that will be given follow the outline of the school management plan, and will be followed up accordingly with the classroom teacher, parents and the student themselves. |

(Edwards & Watts, 2008

**Special Case**

Joseph is an 11 year old boy in a Stage 3 composite class of Year 5 and 6, who has been diagnosed with ADHD. Joseph takes daily medication to help control his behaviour. He finds it difficult to maintain focus within the classroom frequently, and becomes very flustered when his belongings are not organised, or if he cannot find the instruments he needs for class.

The following are some special considerations that will be put in place for this student:

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| ***Consideration*** | ***How will this help Joseph?*** |
| *Colour coded workbooks* | Each subject book has a different coloured contact on the outside. The teacher can then help Jason to select the right work book for the particular subject. E.g. “Joseph, for this activity we will use your blue book.” |
| *Giving Joseph a table pencil tin* | In this tin will be one red and one blue biro, a pencil, eraser and a ruler. Joseph tended to have a lot of distractive materials in his overly large pencil case, such as toys. This will easily eliminate these factors. |
| *Individual reward system*  | Joseph will have a sticker sheet on his desk. When the teacher feels that he has participated and behaved appropriately within the class, he is rewarded with a sticker. When he achieves 10 stickers in total, he is rewarded with an early mark, or whole class game. |
| *Setting achievable tasks* | To help maintain Joseph’s behaviour, ensure that tasks he are set are achievable. Be sure to explicitly explain the instructions for the task with Joseph. In some instances, Joseph may require adapted work supplements to others within the class. |

**(**Rogers, 2003).

**Bullying**

The whole school discipline plan aims to uphold the values of diversity and inclusion in all areas of the school community. The overall aim of the plan is to provide students with a learning environment that is supportive, safe and inclusive – where bullying is at a minimum. To achieve this, the school has implemented a framework (adapted from the Bullying No Way [BNW] website) which develops and introduces a range of strategies to cope with and to help minimise the evidence of bullying within the school community. This system uses a 3 stage process to effectively cope with bullying in the school community – Knowing, Building and Managing (BNW, 2009).

Building a safe and supportive classroom

Bullying will not be tolerated in any form within my classroom. I intend to take a firm stand on this notion, and feel that I would most likely implement a more authoritarian approach to behaviour management when it comes to bullying.

To help reduce bullying within my classroom, I will use some of the ideas adapted from the Bullying No Way (BNW) website (2009). Under the building strategy, BNW suggests that it is important to develop positive relationships within the classroom, as well as positive communication among all peers to help foster an inclusive and supportive classroom (BNW, 2009).

Some of suggestions that I feel beneficial include:

* Constructing cooperative learning experiences that promote interaction and communication amongst students.
* Teach conflict resolution skills and constructive communication.
* Promote peer mediation.
* Provide students with the knowledge of where to get help and how to help others.

(BNW, 2009).

**Crisis Intervention**

In the case of a medical emergency:

* Send a trustworthy student to the front office with a red card (emergency protocol in school plan) to alert the support staff of an emergency. Support staff will call an ambulance in response, as the red card symbolises a serious medical emergency.
* Get the rest of your class to evacuate the room and move to the classroom next door (previously organised with classroom teacher for emergency cases).
* Stay with the child with the medical problem until the support staff and ambulance arrive.
* When necessary, employ first aid knowledge, such as DRABC (Danger, Response, Airways, Breathing, Circulation), and CPR.

It is important to recognise that this type of incident may be distressing for some students in your class. Ensure that all of your students are fine before continuing with lessons – maybe a short recess would be appropriate here.

In the cases of a behaviour emergency:

(Follows a similar process to the medical emergency case.)

* Send a trustworthy student to the classroom teacher next door, or the deputy principal with a green card (emergency protocol in school plan) to alert the support staff of an emergency. The staff member will immediately understand that an urgent behaviour emergency is occurring within your classroom and will attend to the scene immediately
* Evacuate all the students from your class immediately to ensure that they are safe from any risk of harm. This may be outside of your classroom or to the teacher next door (which has been pre-organised).
* Try to calm the child down – but ensure to keep your distance if the child is overly violent and you are at risk of harm. Use verbal communication to try and calm the child.
* The child will be escorted from the classroom by the deputy principal. Only when the child has left the classroom, the remaining students can re-enter the classroom.

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