

Inservice Units to Support the Implementation of the
Primary Reform Curriculum

**Unit 6:
Learning and Teaching
for Outcomes**

Module 4: The Classroom

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Date commenced: Date completed:.....

I have sighted this study guide as evidence of completion of agreed tasks by

.....(insert name)

Assessor: Date:

Module 4: The Classroom

Module Introduction

Welcome to *Module 4: The Classroom*

Effective classroom management skills are essential to a safe, open, fun, and productive learning environment for all students. What a teacher does in his/her classroom not only influences the learning that occurs, but also develops students' attitudes towards school and education. Therefore, we need to think deeply about our own beliefs about learning and teaching in order to provide a positive environment for our students to work in.

In this module, you learn about the elements of classroom organisation/management and why it is important to make your classroom a positive learning environment. The module also introduces ideas to foster collaborative learning opportunities and interactions among your students, while reducing the frequency of behaviour problems.

Finally, we consider how you can address any issues of access, equity and participation that may surface in the course of your teaching.

If you are seeking academic credit, make sure you do the *self-assessment* in the *Accreditation and Certification* section before you start this module. As you do this module, keep a running record of sections, parts and pages of the module where you can identify evidence for particular unit outcomes. You may wish to record such information in your *Learning Contract*.

Module Learning Outcomes

When you have worked through this module, you, the learner, can:

1. describe ways of promoting school and community relationships
2. apply classroom management ideas in your classroom
3. explain the features of a positive learning environment
4. describe ways of improving classroom environment
5. explain ways of addressing issues of equity, access, and participation in classroom teaching
6. describe ways of fostering interaction among students in your classroom.

Section 1: How can learning be encouraged in the classroom?

1.1 Create a positive classroom environment



Read these notes and discuss with a colleague.

The environment in a school and its classrooms needs to be supportive and promote learning.

Students learn best in situations where they are understood, praised and encouraged. **Encouragement** from parents and teachers helps them to feel good about themselves. It makes their confidence grow and makes them want to try harder and learn more. In a positive learning environment, students feel happy, confident, and safe to try new things. They know their efforts will be accepted, not criticised.

In addition to the many things that you might already do to foster a positive classroom environment, you might find some of these ideas helpful.

To create a positive classroom environment:

- build a strong, supportive social environment in your classroom
- provide all students with opportunities for making choices throughout the day (eg. games, group tasks, etc.)
- provide for regular class meetings so students can talk about feelings, concerns, ideas, successes
- involve all students in problem solving
- pair students for some tasks so that assistance is available, if needed.



Find out from about five (5) students their impressions of their teachers, their classroom environment, their school as a whole and the degree of support they receive at all levels.

- As you are selecting your five students take into consideration gender and grade level. Record the impressions in the table provided.

Student	Impressions			
	Teachers	Classroom environment	School	Support
1				
2				
3				
4				
5				



Now from the information you have collected, write a one paragraph summary of students' impressions about these aspects.

HINT: Content of your summary should be determined by students' impressions.



Share your paragraph with a colleague. State whether your students' overall impressions are negative or positive, and discuss the implications for classroom practice.

- Record your discussion points here.



Here are some examples of what you can do in order to create effective learning environment.

- Read each and indicate by ticking the appropriate column, whether you are already doing this.

Examples	Yes	No
The contributions of all students are valued		
All students can feel secure and are able to contribute appropriately		
Students learn to appreciate and view positively differences in others, whether arising from race, gender, ability or disability.		
Students take responsibility for their actions and behaviours both in school and in wider community		
All forms of bullying and harassment are challenged		
Students are enabled to participate safely		

HINT: Personal responses are required depending on your particular school situation.



Think about these questions and write your responses to each question.

- As a result of the self-assessment (above), what do you need to do to improve the learning environment?
- Do your students know
 - what it means to be responsible?
 - what are good and bad habits/behaviours?
 - what good citizenship means?
 - what mutual respect is?
 - the kind of person each of them is?
- How are values learned?

- Do students in your classroom know what is expected of them?

1.2 Build a positive relationship with your students



Read these notes and discuss with a colleague.

Working to establish a relationship with students is an important strategy in effective behaviour management. Investing time to get to know the students is a good first step in establishing a positive relationship with them. Students are most likely to respond to rules, requests and reinforcement if they know their interactions with the teacher will be positive.



The first column of this table shows some suggestions about how you can build/reinforce a positive relationship with your students.

- Give examples of how (what you would do/say) you would demonstrate each.
- Record your examples in the second column. The first one has been done for you as an example.

Suggestions for building a positive relationship	Examples
Demonstrating to students their importance	<i>By learning their names, actively listening to them, remembering things said by them.</i>
Praising continuation of appropriate behaviours	
Showing interest in helping students	
Explaining the reasons for having rules	
Encouraging students to participate in activities	

Students respond better to adults who take a personal interest in them. Personal knowledge of each student is one way to strengthen and improve these relationships. It also provides the opportunity to model interpersonal behaviours.



Discuss with a colleague the implications of negative and positive relationships for students' learning and your practice.

- Record your discussion points here.

**Think about what your relationship is like with your students.**

- Are there any particular students with whom you do not have a good relationship? Why?

- How does this poor relationship affect
 - the students' learning?

 - your teaching?

- What could you do to improve the relationship?

1.3 Motivate Students**Read these notes.**

Some students seem naturally enthusiastic about learning, but many need or expect their teachers to inspire, challenge, and stimulate them. Effective learning in the classroom depends on the teacher's ability to hold and maintain the interest of the students.

Whatever the level of motivation your students bring to the classroom, it will be transformed, for better or worse, by what happens in that classroom.

To encourage students to become self-motivated independent learners, teachers can:

- give frequent, early, positive feedback that supports students' beliefs that they can do well
- ensure opportunities for students' success by assigning tasks that are neither too easy nor too difficult
- help students find personal meaning and value in the material
- create an atmosphere that is open and positive
- help students feel that they are valued members of a learning community.

Good everyday teaching practices can do more to counter student apathy than special efforts to attack motivation directly. Most students respond positively to a well-organised lesson taught by an enthusiastic teacher who has a genuine interest in students

and what they learn. Thus activities you undertake to promote learning will also enhance students' motivation.



Ask five of your students to analyse what makes their lessons more or less interesting. Ask them to recall two recent lessons, one in which they were highly motivated and one in which their motivation was low and to make a list of specific aspects of the two lessons that influenced his or her level of motivation.

Student 1

	Aspects that made the lesson more motivating	Aspects that made the lesson less motivating
Lesson 1		
Lesson 2		

Student 2

	Aspects that made the lesson more motivating	Aspects that made the lesson less motivating
Lesson 1		
Lesson 2		

Student 3

	Aspects that made the lesson more motivating	Aspects that made the lesson less motivating
Lesson 1		
Lesson 2		

Student 4

	Aspects that made the lesson more motivating	Aspects that made the lesson less motivating
Lesson 1		
Lesson 2		

Student 5

	Aspects that made the lesson more motivating	Aspects that made the lesson less motivating
Lesson 1		
Lesson 2		

- Did you find any interesting factors? Record findings here.

HINT: Your response will be very much determined by your particular school situation.



Meet with a group of colleagues to reach agreement on characteristics that contribute to high and low motivation.

- Discuss any issues and list significant points from your discussion here.



How might your students' feelings about motivation influence your teaching practice? Write your response here.



Do the following self-assessment survey.

Directions: Circle the response that you feel describes what you do or see in your school. The response scale is (1) most of the time, (2) frequently, (3) sometimes and (4) rarely.

- Specific feedback is offered rather than general comments 1 2 3 4
- Students are helped to develop an appreciation of their behaviours and achievement 1 2 3 4
- Students are encouraged to work towards self-satisfaction from a task or product 1 2 3 4
- Students are encouraged to avoid competition or comparison with others 1 2 3 4
- Students are encouraged to make mistakes and learn from them 1 2 3 4



Reflect on your assessment.



Ask four of your students to write down five things that interest them very much.

	Interest 1	Interest 2	Interest 3	Interest 4	Interest 5
Student 1					
Student 2					
Student 3					
Student 4					

- Ask them to write down five things they would like to do very much.

	Interest 1	Interest 2	Interest 3	Interest 4	Interest 5
Student 1					
Student 2					
Student 3					
Student 4					

- Analyse the two lists. What are the common interests and desires that you could use in your teaching to build motivation?

HINT: Your response here will depend on the outcomes of your discussion and analysis.

1.3.1

Securing motivation and concentration



Read these notes.

Motivation is a key to academic success for most students. There are a number of ways to increase the motivational level of students.

Teachers secure students' motivation and concentration by:

- using teaching approaches appropriate to different learning styles
- using, where appropriate, a range of organisational approaches, such as grouping or individual work, to ensure that learning needs are properly addressed
- varying subject content and presentation so that this matches their learning needs
- planning work which builds on their interests and cultural experiences
- planning appropriately challenging work for those whose ability and understanding are in advance of their language skills
- using materials which reflect social and cultural diversity and provide positive images of race, gender and disability
- planning and monitoring the pace of work so that they all have a chance to learn effectively and achieve success
- taking action to maintain interest and continuity of learning for pupils who may be absent for extended periods of time.



Think about the following factors and indicate (by ticking the appropriate column) whether each is evident or not evident in your current practice.

Motivation factor	Evident	Not Evident
I relate learning materials to students' life experiences, ie, make it relevant to them personally, thereby stimulating their interest		
I demonstrate an active interest in each student		
I demonstrate an active interest in the student's work or the activity		
I use lots of praise both verbally and non-verbally		
I give frequent positive/constructive feedback that supports students' beliefs that they can do well		
I ensure opportunities for students' success by assigning tasks that are neither too easy nor too difficult		
I help students find personal meaning and value in the materials I provide		
I create an atmosphere that is open and positive		
I help students feel that they are valued members of a learning community		

HINT: Personal responses are required here.



Share your table with a colleague and explain your responses, that is, explain why these are evident or not evident in your practice.



What might you do about those factors that are not evident in your practice? Record your ideas here.

1.3.2

Foster positive student behaviour through praise

**Read the following notes**

One of the most powerful strategies for encouraging appropriate behaviour in the classroom is providing praise. The planning of how and when to use praise rests with the teacher.

1. **Define the appropriate behaviour while giving praise.**
Praise should be specific for the positive behaviour that the students display. This means any comments about behaviour should focus on what the student did right. The praise should include exactly what part of the student's behaviour is acceptable. This serves to clearly communicate to the student what was good.
2. **Praise should be given immediately.**
The sooner an approving comment is made about appropriate behaviour, the more likely the student will repeat the desired behaviour.
3. **The statements used as praise should vary.**
Individual statements that one uses should be varied. When students hear the same praise statement used over and over, it loses its value for the student.
4. **Praise should not be given continuously or without reason.**
If praise is given too frequently or without stating what the student is doing that is "good", then praise loses its value to the student.
5. **Be sincere with your praise.**
Students will notice if you do not mean what you say. Non-verbal cues like facial expressions and posture will alert the students that your praise is not sincere. The praise will not be effective if the student perceives that it is not sincere. Smiles communicate that the praise given is genuine.
6. **Be consistent when praising the particular behaviours.**
It is important to be consistent with the behaviours that you praise. Students learn more quickly when they are always praised for desirable behaviours.
7. **Praise should be developmentally appropriate.**
Statements to younger or developmentally delayed students should be in language that is at their level so they clearly understand what behaviour is seen as appropriate. However, if older students perceive they are being "talked down to", it is likely that the praise will be discounted.

**Think about and respond to these questions.**

- How and when do you use praise in your classroom?

- How can you make some of the above ideas more evident in your classroom practice?



Now do a class observation

Observe some learning activities, either in the classroom or outside. Take notice of the use of praise; when, why, how it is used.

- Use this table to record your observations.

Situation	Why praise was used	What the teacher actually said to the student	What the teacher could have said to praise the student

HINT: Use your observation notes to complete the table.



What interesting things did you discover?

- Make notes here and then discuss with a colleague how praise influences student behaviour and performance.

HINT: The content of your notes will depend on your understanding of the information you have read and your professional judgement.

1.4 Classroom Interactions



Read these notes

Classroom interaction occurs when the teacher and students are involved in the teaching-learning process.

Classroom interaction is a learning process whereby students learn new ideas and knowledge from each other when they work in groups and when the teacher explains a new concept.

How a student thinks and feels about self-performance, other students, the teacher, and general classroom life, will determine greatly how well the student will learn. If the student feels good about classroom life then the student will succeed. A student who does not feel good about classroom life will be less likely to succeed and may even fail.

Communication in the classroom

There are different types of talk that happens in classrooms. One way of categorising this talk is below:

1. Teacher-initiated talk	Presents information or opinion Gives directions Asks closed questions Asks open questions
2. Teacher-response talk	Accepts ideas, behaviour, feeling Rejects ideas, behaviour, feeling
3. Pupil-response talk	Responds to teacher Predictably/unpredictably Responds to another pupil
4. Pupil-initiated talk	Initiates talk to teacher Initiates talk to another pupil
5. Silence	

When analysed, classroom talk can reveal a great deal about:

- social processes and power structures in the classroom
- how questions and answers are used to build knowledge
- who gets to speak and who doesn't
- what kinds of tasks are allocated to which people
- the way praise is used
- the way control strategies are used

- what counts as valuable knowledge and what doesn't (is it the story that child X tells or is it child Y's, etc...?)
- the use of pronouns (we, you, etc).



Observe 2-3 classes (or you may arrange with a colleague to observe your classes).

Use this table to analyse the communication that occurs in the classes. Follow the examples given to record your observations in the table.

PURPOSE	SITUATION	SPEAKER		AUDIENCE	
		Teacher	Student(s)	Whole group	individual
To provide information	Lunch arrangements changed because of wet weather	✓		✓	
To share learning	A student presents a talk on life-cycle of a frog		✓	✓	

HINT: Information you get from your mini research will help you to complete the table.



Share your analysis with a colleague or other teachers and discuss these questions.

- Which forms of communication are common in your/or the other classrooms?

Section 2: Access, Equity and Participation

2.1 Inclusive Curriculum

What is an inclusive curriculum?



Read these notes and discuss with colleagues.

An inclusive curriculum is one which:

- supports students' use of their vernacular language and encourages teachers to draw on local materials and real-life experiences when planning lessons
- recognises cultural diversity and presents a balance of urban and rural images
- uses acceptable terms to describe people who are disabled (eg. rather than refer to someone as handicapped or mentally affected, refer to them as individuals with a speech problem or physical disability)
- provides a balance of male and female images and values equally the experiences of women and men in the curriculum
- avoids the type of language that devalues women and girls, boys and men, certain cultures, religions, interests, occupations or ethnic groups.

We should be aware of two aspects of an inclusive curriculum that are of particular importance to education in Papua New Guinea – cultural relevance and gender equity.

What is a culturally relevant curriculum?

A Philosophy of Education for Papua New Guinea (1986) states that 'cultural bonding' must take place during learning and teaching in Papua New Guinea schools. A culturally inclusive or relevant curriculum will allow this to happen. A culturally inclusive curriculum is one based on multicultural education and bilingual education.

What you can do to support multicultural education in the curriculum:

- provide opportunities for students to appreciate their own cultures and the cultures of others
- encourage the local community to be involved in the school curriculum
- encourage teachers to invite parents into the classroom to teach traditional skills, knowledge and values
- use a range of teaching strategies such as integrated teaching, cooperative learning, whole language methods, drama, art, songs, games and discovery learning
- allow for different cultural learning styles in your teaching strategies.

What is a gender inclusive curriculum?

A gender inclusive curriculum is one which by its content, language and methods gives value and validity to girls and to women. It values their knowledge and experiences equally with boys' and men's knowledge and experience.

A gender inclusive curriculum is a basic concept which lays the foundations for all aspects of schooling—curriculum planning, learning, teaching and assessing.

The *National Curriculum Statement* provides this advice, on page 25:

The National Curriculum is inclusive and designed to meet the needs of all students irrespective of their abilities, gender, geographic locations, cultural and language backgrounds, or their socioeconomic backgrounds. The National Curriculum must be implemented by teachers in ways that are inclusive of all students at all levels of schooling....

.....In order to be inclusive of all students, teachers need to cater for a range of physical, social, cultural, emotional and intellectual needs of their students. This can be achieved through using appropriately and carefully planned learning activities, a range of teaching methods and strategies and thoughtful use of a teacher's language of communication.

To be inclusive teachers will need to ensure that all girls and boys have the opportunity to participate. Teaching practices, including classroom organisation and management, should ensure that girls and boys are able to participate fully in all learning activities.

Gender Equity in Schools – a resource book for teachers, states, on page 6:

When in class students receive important messages about themselves and others. These messages come from the activities they do that are described or defined in the curriculum materials. Even the type of language and pictures used in textbooks give students messages about themselves. All these messages – whatever the students' gender, abilities, language, culture and where they live – should promote:

- *equal access for all children*
- *equal participation of all children*
- *equal learning outcomes for all children.*

When a curriculum does this, we say it is an inclusive curriculum. If we are thinking about it being fair to girls and boys in particular, we say it is a gender-inclusive curriculum



Think about the following and record your thoughts here.

- How can you foster access and equity in terms of:
 - your time?

 - space in classrooms and playgrounds?

 - equipment?

 - opportunities?

- Do you often make sure that no one is left out or ignored in your classroom?

- Do you rotate tasks and responsibilities so that all students have opportunities to do a range of different tasks?

- Are opportunities provided for both girls and boys to take leadership roles? Give two examples from your practice.

- Do you select texts which are less sexist and more gender-inclusive?

- How do you ensure discipline methods are fair to both boys and girls? Provide some examples.

HINT: Personal responses are required.



Work with a colleague to complete this activity.

- Read the section on pages 25-26 of the *National Curriculum Statement*. Three key messages are mentioned in this statement. List each here and discuss the significance of each for classroom practice.

Message 1:

Message 2:

Message 3:



Now do the following activity.

- With a colleague, look through several syllabuses (lower and upper primary). Find the sub-section called *Inclusive curriculum*. Read what has been said about inclusive curriculum, and indicate the page number on which you found the information, then answer the question: How is inclusive curriculum intended to be addressed?
- Record your responses in this table.

Syllabus	Page number	How is <i>inclusive curriculum</i> intended to be addressed?
Making a Living		
Language		
Social Science or Community Living		
Science or Environmental Studies		
Mathematics		
Personal Development, Health or PE		
Arts		

HINT: Information from each syllabus will assist you to complete the table.



Share your notes from activities 1 and 2 with a group of colleagues. Discuss any important issues relating to inclusion. Record the results of your discussion here.



Think about and respond to the following questions.

Record your responses to the questions in the table below. Make sure you explain your current practice.

Providing equality of opportunity	
<p>Do the teaching approaches you use reflect equality of opportunity?</p> <p>Do you take into account the interests and concerns of boys and girls by using a range of activities? Provide 2 examples from your own experience.</p> <p>Do you take into consideration gender stereotyping when organising students into groups, assigning them to activities or arranging access to equipment?</p>	
Developing understanding	
<p>Do you encourage students to take part in everyday activities such as play, drama, class visits and exploring the environment?</p> <p>Do you use a range of visual and other materials to increase students' knowledge of the wider world?</p>	
Planning for full participation	
<p>Do you enable students' full participation in learning and in physical and practical activities by providing support from adults or peers when needed?</p> <p>Do you plan students' full participation in learning and in physical and practical activities by adapting tasks or environments?</p> <p>Do you plan for students' full participation in learning and in physical and practical activities by providing alternative activities, where necessary?</p>	

HINT: Personal responses are required here.

2.2 Teaching in an inclusive classroom



Read these notes.

In an inclusive classroom the teacher makes sure classroom practices allow equal participation and success for particular individuals and groups of students.

- For example, arrangements are made for the students with special needs to participate in most activities. If a student can't play sport, he or she can do the scoring or mark on the field rather than sit on the sidelines every week. Shy students are given the opportunity to select classroom activities. Girls and boys share positions of responsibility, leadership of groups, etc.

In an inclusive classroom the teacher makes sure the resources are for everyone to use.

- For example, if there are not enough setsquares or paint brushes or reading books to go around, draw up a roster. Don't let the quiet, shy or weaker students always miss out.

In an inclusive classroom the teacher makes sure all students feel safe and valued and that the learning and general school environment are supportive.

- For example, girls are given a fair use of time, money, personnel and other resources. The classroom management of harassment is especially important. In senior classes in particular, students should feel free to discuss topics and express opinions without being picked on or laughed at by others. All students, regardless of sex, age, intellectual ability, size or social status have the right to respect and fair treatment.

In an inclusive classroom the teacher makes sure non-violent, non-discriminatory and inclusive language is defined, modelled and reinforced.

- If the teacher makes insulting or critical comments about individuals or groups, if the teacher uses coarse language or makes rude jokes, then his or her students will think it is OK for them to behave the same way. Teachers have enormous influence on their students and it is usually what the teacher says or does casually rather than as part of the teaching program that has the most influence.

In an inclusive classroom the teacher makes sure teaching strategies suit students with disabilities and learning difficulties.

- This may mean careful long-term planning to ensure these students have access to learning experiences. The teacher makes sure arrangements are made to ensure safety and access for students with disabilities during field work or excursions. Most students, not just those with disabilities can be disadvantaged if the print on a page or the blackboard is too small or if there is too much noise, or if there is not enough space to work, or if the content is too hard, or if not enough background information is provided.



List the key ideas you gained from the notes above in point form.

HINT: Try to extract important information from these notes. Have your notes in bullet points; the main ideas only.



Use the information you've extracted from the syllabuses and the readings to prepare a short presentation on the principles of *inclusive curriculum*.

Your presentation should focus on:

- what inclusive curriculum is
 - the significance of inclusive curriculum for current classroom practice
 - how it can be fostered
-
- Use the space at the end of this module to write your presentation notes.

HINT: Your role and the audience will shape the content of your presentation notes.



Deliver your presentation to your colleagues during a staff meeting. Then lead a discussion on:

- the degree to which some of the aspects of inclusive curriculum are evident in classroom practice
-
- appropriate strategies for implementing inclusive curriculum.



Study typical student behaviour in the classroom and identify examples of non-inclusive behaviour.

- Record your observations and findings in this table.

Examples of non-inclusive student behaviour	Why behaviour is unacceptable

- Talk to your students about their non-inclusive behaviour and help identify ways they can include their peers.
- Identify practices in your school which prevent access, equity and participation for all students. Bring them to the attention of the school administration and seek changes. List your intended actions here.



Ask a colleague to monitor your lessons to see how much attention boys and girls are given in your classroom.

- You may do the same for your other colleagues while they are teaching. Use this simple checklist for assessing teacher practices. Indicate by ticking the appropriate column each time each practice occurs over an agreed period of time.

Practice	Girl	Boy
1. Teacher asks a question of a girl/boy		
2. Teacher accepts an answer from a boy/girl		
3. Teacher gives individual help or encouragement to a boy/girl		
4. Teacher tells off a girl/boy		
5. A girl/boy asks the teacher a question		
6. A girl/boy speaks individually with the teacher		

- Comment on your findings.

HINT: The context and situation of your school will determine your responses to this.



We all need to think critically about our own practices and ask ourselves:

1. are the students in my class/the classroom experiencing learning as fun?
2. what do I do which prevents students enjoying their learning?
3. do I show through words and actions that I understand what the situation is like for the student?
4. do I use praise and encouragement in my classroom(s)? Are my comments to students mostly positive or mostly negative?
5. is my classroom an inclusive classroom?
6. do all the students in my class feel safe and valued?

It is important, though, to look at ways in which we can improve our attitudes to students in our classrooms.

Section 3: Classroom Management



Read these notes and discuss with a colleague.

The curriculum cannot be implemented well without proper classroom organisation. Classroom management seems to be directly related to the personality of the teacher. The learners should be in a place where they can succeed rather than where they will be bored. A classroom that is well organised and managed should provide this sort of opportunity for every student.

Successful classroom management involves not only responding effectively when problems occur, but preventing the frequent occurrence of problems. The most effective decisions in classroom management are based on a clear concept of the goals and intended outcomes that a teacher wishes to accomplish.

Some strategies for classroom management include:

1. Classroom rules

Rules and procedures should be developed in conjunction with teaching strategies that help students meet their personal and academic needs. Establishing procedures is crucial – particularly in the lab (science), the workshop (MAL) and the gym. But each student should know what these rules are, for example, seating arrangements, daily schedules.

2. Adequate preparation and professional development

Being prepared sounds very obvious and simple but good planning will help to avoid many problems in classroom management. This means being prepared and making prompt start to lessons, consideration on variety, interests and motivation, provisions of lessons suited for student needs and abilities, and also availing yourself to opportunities around you to enhance your own professional development and that of others.

3. Build positive relationships

Give students ‘the time of day’ (smile say hello) both inside and outside the classroom. Always be courteous and expect courtesy in return. Be genuine and caring and reinforce positive/acceptable behaviour where possible. Be firm but fair and consistent.

4. Knowing students

Be aware of what a specific student is capable of – this includes verbal and written ability as well as other specific skills like reading to the class. Be aware of student weaknesses and dislikes, for example, directing questions at a student who becomes anxious when receiving the focus of the whole class.

5. Creating a cohesive classroom group

Encourage a cooperative ‘team’ effort, a sense of belonging and involving your students by, for example, allowing them to take on responsibilities.

6. Communication/effective listening

Effective communication is the foundation for good classroom management. Be a good listener, friendly and consistent. Listen carefully as well as talking, give students individual attention and show an interest in what they say. Tune into student experiences and share your experience where appropriate. Be empathetic.

7. Praise and encouragement

Point out to students that they are working for their own success, continually explaining why they will benefit from what they are learning. Make it deliberate practice to encourage students and praise work behaviour both as individuals and as a group (work displays). Identify mistakes non-critically. Avoid embarrassing the student. Encourage students to learn from errors by ensuring that your criticism is constructive. Praise students' efforts in areas outside of your teaching subject.

8. Mutual respect

Treat students with respect and expect respect in return. This can be conveyed through one's tone of voice and speaking in context. A positive classroom climate is crucial for effective learning and teaching – and this depends on the interactions between teacher and students.

9. Monitoring

Some techniques you might find useful for responding to minor classroom disruptions include:

- scanning the class frequently in order to notice and respond to potential problems
- reacting calmly and quickly to students' disruptive behaviour in order to create a positive ripple effect
- making positive initial contact with students by praising the positive behaviour that competes with the negative behaviour
- reminding students of the classroom rules or procedures that they are not demonstrating
- making students clearly aware of the rules and procedures and the consequences for violations
- employing consistent consequences for misbehaviours.

Being alert is absolutely vital – keep scanning the classroom, check for attentiveness, safety procedures in the workroom, lab or gym – you need to know what's going on in your classroom. Response to student misbehaviour is most effective when it maintains or enhances the student's dignity and self-esteem and encourages the student to be responsible for his/her own behaviour.

10. Delivery of instruction

Leading educators over the past several years have emphasized that quality of instruction is a key factor influencing students' behaviour and achievement.

- Involve students in evaluating their own work as well as your instruction
- Vary style as well as the content of instruction in order to address diverse student learning styles
- Provide work of appropriate difficulty to complement varying ability levels
Relate materials to students' lives whenever possible

- Be animated, create anticipation, and use activities to catch student interest or increase student motivation to participate
- Engage student learning through cooperative group work, competitive teams, group discussions, debates, and role playing.

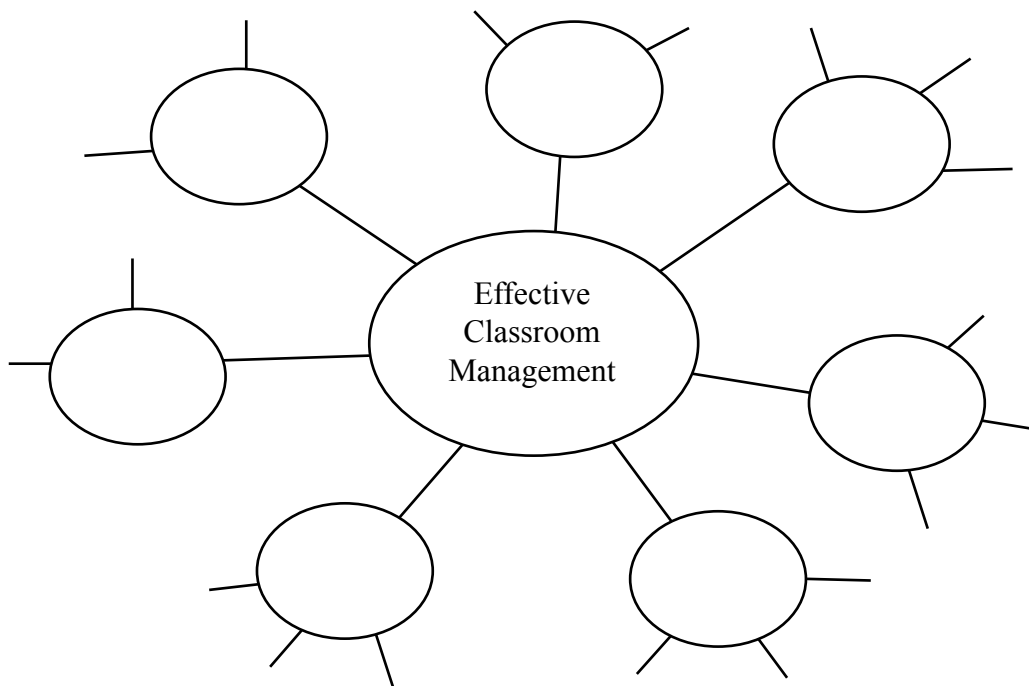
Your teaching skills

The establishment of a strong presence and appropriate routines and procedures are very important in classroom management; however, they are of little value where you neglect teaching skills.

Enthusiasm and focus on task are essential, but unless you are able to teach your subject, they are not enough. If you concentrate on planning and ignore teaching skills, you'll have problems. You cannot teach effectively without a range of instructional skills.



Summarise the information from the previous pages in the form of a mind map. Add more branches where necessary.



HINT: Extract main ideas from the reading to complete your mind map.

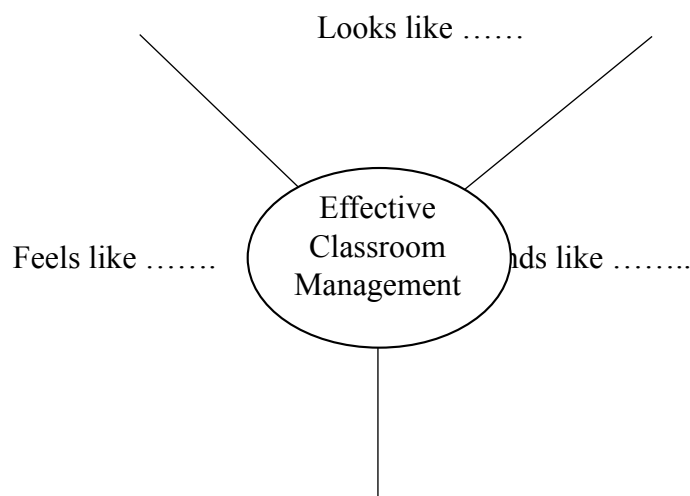


Use your mind map to share the information with the rest of your colleagues on the importance of classroom management. Write down important issues from your discussions.



Think about these questions and write your responses for each.

- Can you remember an incident from your school days where a teacher did not treat you with respect? How did this affect your feelings about the teacher or the subject?
- Think about some of the procedures/routines you have established in your classroom. How consistent are you with these procedures/routines and how have they contributed to effective classroom management?
- Think about what an effectively managed classroom would be like if the strategies provided above were being effectively implemented. Record your thoughts in this diagram.



Use this checklist to analyse your current classroom management practices. For each strategy rate yourself a number (between 1 - 5) out of 5.

- Key :
- 5 – most effective
 - 4 – moderately effective
 - 3 – effective
 - 2 – least effective
 - 1 – none

Strategy	Rating out of 5
Classroom rules	
Adequate preparation & professional development	
Building positive relationships with students	
Knowing students	
Creating and enhancing a cohesive classroom group	
Communication/Effective listening	
Praise and encouragement	
Mutual respect	
Monitoring	
Delivery of instruction	

- Comment on the results of your analyses, indicating the areas you need support in.



Read these notes on group work and discuss them with a colleague.

Group work is an important element of classroom management. Many teachers structure their classrooms to cater for small groups because this helps them:

- vary learning experiences to suit the students' needs
- involve students more in their own learning
- divide the class into smaller units to tailor instruction to individual needs
- facilitate students' interaction skills.

Group work also helps develop the social skills of students. Such skills include completion of a task independently, cooperation and collaboration, problem solving and sharing of resources.

Activities can be a mixture of instructional and independent; that is, you can work with one group while the other groups work independently. There may be times when all students are working independently. This lets you to move around the room to observe students' application.

Here are some suggestions for effectively managing group activities in your classroom:

- *Group processes – hold a session with students to cover*
 - explanation of tasks, what the expected outcome is and what each group is to do
 - allocation of groups and individual member roles (eg. reporter, recorder, manager, etc)
 - establishment of time limits for completion of tasks
 - reminding students of group skills they have learned and how to use them while working
 - answer any questions relating to the tasks.

- *Monitoring group progress*

If you have four groups working in your classroom and you are working with one of those groups, the other three groups need to know exactly what they are doing so they do not interrupt your teaching.

- *Evaluating student progress*

You need to build in time in your classroom activities for sharing of outcomes. Some of the ways this could be done include: displays of completed work, reporting back to whole class, progress reports (if groups are working on long term projects, progress reports to whole class at the end of each working session).

- *Reflection*

There must also be time given for consideration about what went well, and the problems that arose or areas where a group needed to improve. Here are some ways to encourage reflection.

 - Use discussion with open-ended questions about group behaviour and attitude: What happened in your group that helped you complete your task? What got in the way of completing your task?
 - Use brainstorming about specific problems with specific group working skills – brainstorm all the ways you can think of to solve this problem.
 - Use specific questions about specific learning aspects of the task, eg. how did your group come up with the answer to that sum?
 - Use of self-evaluation strategy that students can use to rate how well they worked together.
 - Give positive constructive feedback based on what you observed as the students were working. Draw attention to those students doing the right thing, eg. it was good to see Kila helping others in her group to agree on one answer.
 - Ask students to keep a reflective journal on how they work in groups. They write about the group skills they are improving in, and those skills they still need to work on.

**Work with a colleague to complete this activity, recording your responses.**

Examine a current unit of work you have taught for one of the primary subjects. Consider the group learning activities you planned for your lessons.

- Were there briefing sessions prior to start of the lessons? Do you see room for improvement?
- How did you monitor group progress?
- How did you evaluate your students' progress?
- What opportunity did students have for reflecting on what they had done?

HINT: Personal responses are required here.

**What is your classroom management profile?**

Answer these 12 questions and learn more about your classroom management profile.

The steps are simple:

- Read each statement carefully.
- Write your response, from the scale below, on a sheet of paper.
- Respond to each statement based upon either actual or imagined classroom experience.

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

	Response (1 - 5)
If a student is disruptive during class, I assign him/her to detention, without further discussion.	
I don't want to impose any rules on my class.	
The classroom must be quiet in order for students to learn.	
I am concerned about both what my students learn and how they learn.	
If a student hands in assignments late, I don't care.	
I don't want to reprimand a student because it might hurt his/her feelings.	
Class preparation isn't worth the effort.	
I always try to explain the reasons behind my rules and decisions.	
I will not accept excuses from a student who is late.	
The emotional well-being of my students is more important than classroom control.	
My students understand that they can interrupt whenever they have relevant questions.	
If a student requests to leave the room, I always honour the request.	



Think about these questions and write your responses here.

How does your current classroom management style affect your teaching practice?

- Is there a need for your preferred style to change so that it is more consistent with outcomes-based approaches?

HINT: Personal responses are required.

Section 4: Relationship with the Community

4.1 Culture & Society



Read these notes and discuss with your colleagues.

The foundation of the reform is the promotion of culture, values, attitudes, knowledge and a range of skills appropriate for Papua New Guinean societies along with the need for international competitiveness... (*National Curriculum Statement, 2002, page 3*). This means that the national curriculum must enable students to demonstrate an understanding and appreciation of the values, customs and traditions of Papua New Guinea.

One of the ways through which this can be done is through the facilitation of the *integral human development*. Here the success of the national curriculum requires the integrated involvement of all the agents of education such as the home, church, school and community. Within the national curriculum, the teachers must integrate knowledge, skills and attitudes to allow students to achieve the desired outcomes of integral human development. (*National Curriculum Statement, 2002: page 22*)

The school can help educate students but cannot, and should not, be regarded as the only agent of education. Other agents of education must ensure that all human needs are recognised and work in partnership with the school.

Barriers between school and community must be removed, but this is more likely to happen as the result of initiatives taken by the school.
(Ministerial Committee Report, 1986 pages 14-15)



Discuss these questions with a colleague and write your responses:

- How do you and your staff relate to the community?
- If there is little cooperation, why?

List two ways how cooperation can be improved?

- 1.
- 2.

- Suggest four ways in which classroom activities can be implemented with the help of the parents and community. Provide examples from subject content.

- 1.
- 2.
- 3.
- 4.

HINT: Responses are based on your school situation.



Share your responses with a colleague. Then write down any significant/common points which you need to consider.

4.2 Working with Parents and Community



Read these notes.

A teacher should work as a partner with parents, families, and the community. Encouraging all these parties to see the schools as an integral part of the neighbourhood and helping schools identify ways to connect to local community resources are critical steps if we are to meet today's educational challenges.

These strengthened relationships enable schools and their communities to identify shared educational values and priorities that they can work on together. Teachers need to know and work with parents and the community to insure that they have the same goals in mind for the students.



Work with a colleague to examine each of the characteristics that indicate a school is community-oriented.

- Give examples of what you would expect to see in relation to each characteristic.

Characteristics of a community-oriented school:	Examples of what I currently do or could do to strengthen the partnership with parents and community:
teachers use the surrounding environment in their teaching	
the head teacher and staff seek to stimulate the interest of the community in educational goals	
the community participates in a range of school activities	
the school collaborates with the community in community activities	
regular and meaningful communication exists between the classroom and students' families	
teachers participate in school-wide efforts to communicate with the broader community	
teachers involve parents and families in setting and monitoring student learning goals.	



Share your chart with other colleagues. Add any significant points suggested by them.

- What changes do you have to make to your current practice to be more community-oriented?

HINT: Personal responses are required, based on your situation in your school and your personal ideas.



What opportunities are there in the community for students to put to good use the knowledge and skills they learn in school?

- What are some consequences of poor communication between the school and the community? List 2 examples.
 - 1.
 - 2.

HINT: Personal responses are required.



Read these notes about working with parents and families to support and promote student learning.

Families can support student learning by attending school activities and meetings with the teachers, and by supporting the school's goals for the students. At home, students' learning will be a priority and the students will be given space and quiet time to work on schoolwork at home. Students will come to school fed and ready for the school day.

Below are some ideas about how or what you can do to involve families:

1. Parenting

Schools can provide training and information to help parents/families understand their children's development so they can support them appropriately.

2. Communicating

Schools must reach out to families with information about school programs and student progress. This includes report sheets and teacher-parent interviews, as well as new information on topics such as school choice and making the transition from elementary school to higher grades. Communication must be in forms that families find understandable and useful, for example, schools need to talk to parents in a language they understand well and it must be two-way, with educators paying attention to the concerns and needs of families.

3. Volunteering

Parents can make significant contributions to the environment and functions of a school. Schools can get the most out of this process by creating flexible schedules, so more parents can participate, and by working to match the talents and interests of parents to the needs of students, teachers, and administrators. You could organise a volunteer program for parents and inviting parents to participate in their children's learning activities.

- 3) There is cooperation between parents and teachers.

I-----I-----I-----I
 0 1 2 3

- 4) Parents/community members are involved in learning activities.

I-----I-----I-----I
 0 1 2 3

- 5) There are collaborative activities between the school and community.

I-----I-----I-----I
 0 1 2 3

- 6) School facilities are shared by all relevant individuals and groups.

I-----I-----I-----I
 0 1 2 3

- What does your ranking say about the strengths and weaknesses of your school?

Strengths:

Weaknesses:

HINT: The situation in your school will shape your analyses and your intended actions. Use the mind map as your plan for your intended actions.



In a staff meeting, share the results of your assessment of school/community relations and raise the importance of community/parent involvement in learning activities of students.

- Initiate a discussion about what the school could do to strengthen its relationships with the community.

Module Summary

Congratulations! You have come to the end of this module! In doing so you have done many tasks and activities designed to help you learn and apply your learning. You have covered these main points:

- relationship with the community
- the elements of classroom organisation and management
- how to motivate students in learning
- issues about access, equity and participation
- classroom interactions.

You should by now have developed certain knowledge, understandings, insights and skills to help you to perform well in your work.

At this point let us review your progress by assessing the extent to which you can now demonstrate each outcome.

The outcomes for the module are copied here. For each of the outcomes how do you assess yourself – Yes, No or Not sure?

Can you:	Yes/No/ Not sure
1. describe ways of promoting school and community relationships?	
2. apply classroom management ideas in your classroom?	
3. explain the features of a positive learning environment?	
4. describe ways of improving classroom environment?	
5. explain ways of addressing issues of equity, access, and participation in classroom teaching?	
6. describe ways of fostering interaction among your students in the classroom?	

If you answered ‘Yes’ to all of them, then you have done very well. Think about the kinds of evidence that will support the achievement of each of the outcomes. If you have said ‘No’ or ‘No sure’ to some, then it may be worth your while to go over the appropriate sections of the module again and have another go at repeating the tasks, and/or reflecting on your difficulties and seeking help.

Remember these module outcomes help you to achieve the outcomes of the unit. Refer back to the outcomes of the unit (listed in the *Unit Introduction*) and reflect on where you are in relation to those outcomes.

If you are seeking academic credit, you were advised to keep a running record of any evidence you may have for particular unit outcomes. If you have not been doing this, go back over the module and jot down, in your *Learning Contract*, what you might consider to be evidence for the unit outcomes for which you have agreed to provide evidence.

Additional space for your notes

Additional space for your notes