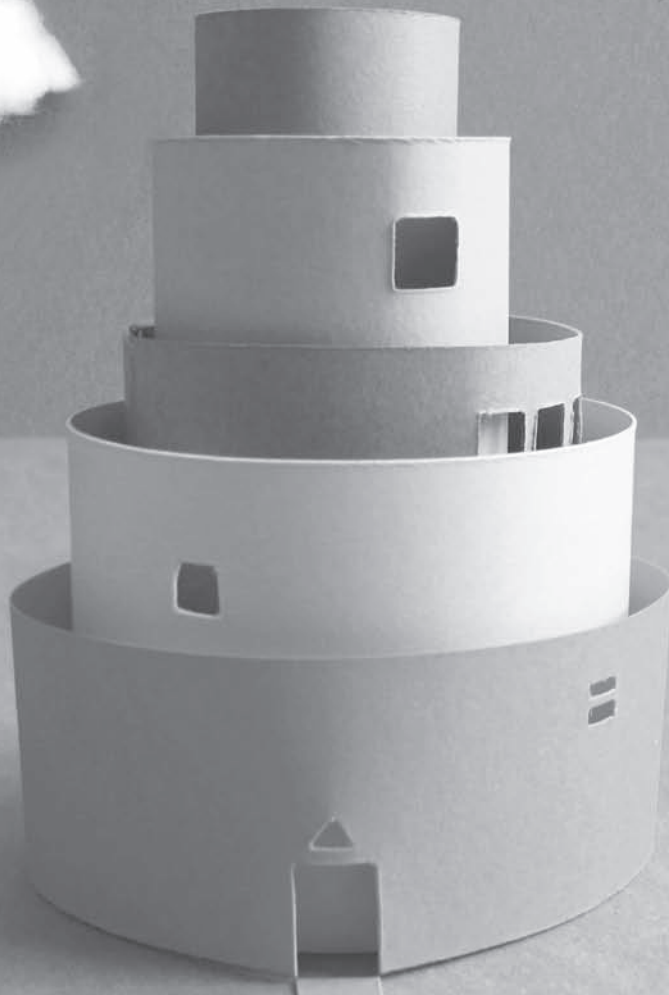


Classroom Management

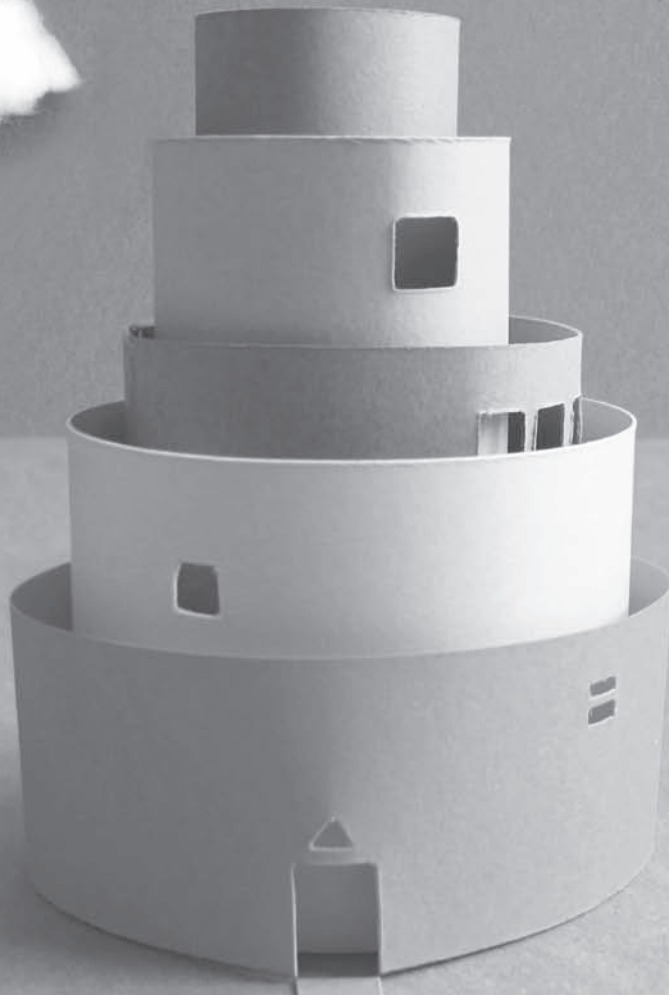
Creating Positive Learning Environments
4th Edition





Classroom Management

Creating Positive Learning Environments
4th Edition



Gordon Lyons
Margot Ford
June Slee



Australia • Brazil • Japan • Korea • Mexico • Singapore • Spain • United Kingdom • United States

Classroom Management: Creating Positive Learning Environments**4th Edition****Gordon Lyons****Margot Ford****June Slee**

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Cengage companion website

(www.cengagebrain.com)

Theories underpinning the Lyford model: Chapter 1

Additional classroom management theories and models: Chapter 2

Index of classroom management theories: Chapter 2

Additional stories from the field: Chapter 8

... and more.

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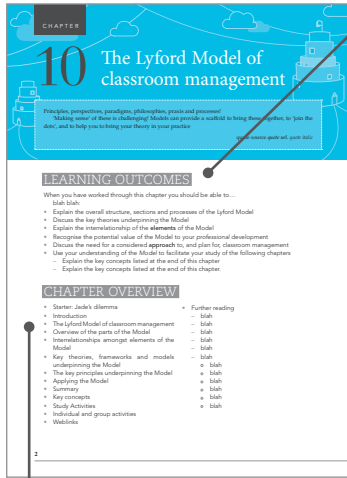
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Resources guide

For students

As you read this text you will find features in every chapter to enhance your study of classroom management and help you understand the link between its theory and practice.

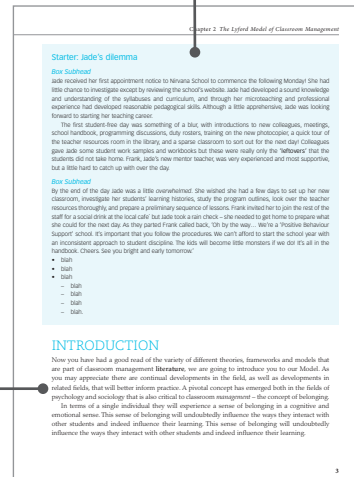


Learning outcomes outline the content of each chapter and help to focus your attention.

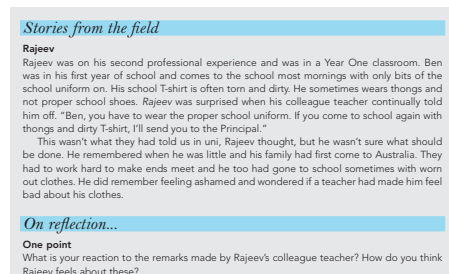
The **starter** story will get your imagination fired up and thinking about the issues to be raised in the chapter.

The **chapter overview** lists the key subject areas included in the chapter.

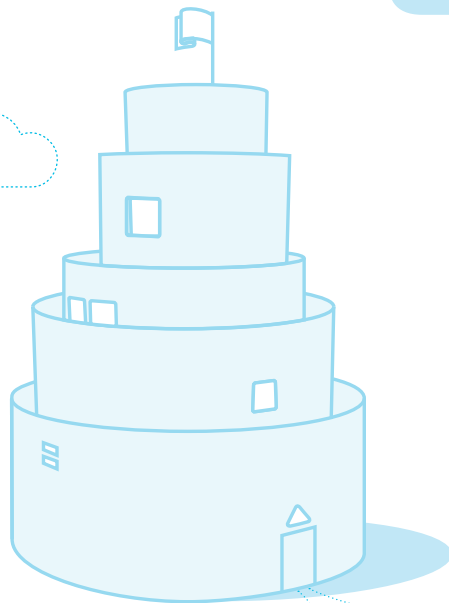
The **Lyford model** or its cross-section will help you locate the chapter content within the broader framework of classroom management theory.



Stories from the field from new graduate teachers link the concepts in the chapter to a practical example.

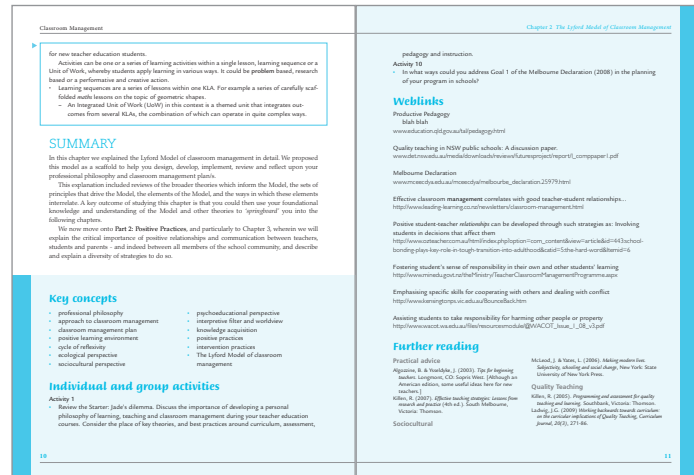


Each is followed by a **reflection** that encourages you to think about your own reaction to the points being made and critically analyse the issues. In Chapter 8 you will find **extended stories from the field** that provide more detailed descriptions of real world scenarios.



At the end of each chapter you will find:

- A **summary** and a list of **key concepts** to help you check that you have understood all the major concepts in the chapter.
- **Individual and group activities** that provide opportunities to reflect on and further understand the material in the chapter.
- A list of **weblinks** and **further reading** references as a starting point for research and reading, which expand on topics covered in the text.



Visit www.cengagebrain.com and search for this book to access the study tools that come with your textbook. Materials for students include:

- Extensive lists of **weblinks** and **online research activities** so you can explore further and extend your knowledge.
- Even more **stories from the field** to help you to conceptualise how theory relates to the real world and how your knowledge can be applied to real situations.
- Revision quizzes so you can test your understanding of each chapter.

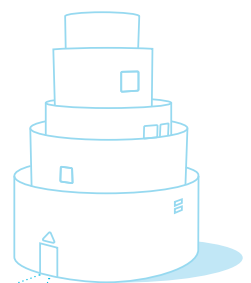
You can also read further about:

- the theories underpinning the Lyford model (Chapter 1)
- additional classroom management theories and models (Chapter 2)
- an index of classroom management theories (Chapter 3)

For instructors

Cengage Learning is pleased to provide you with a selection of online supplements that will help you prepare for your lectures. These resources have been specifically developed to complement *Classroom Management 4e* and are available on the **Instructors companion website** accessible via <http://login.cengage.com>. They include:

- An **instructors guide** with additional learning activities and weblinks.
- **Artwork** from the text, including all the figures and diagrams, and the Lyford model.
- A set of **PowerPoint presentations** that cover the main concepts addressed in each chapter of the book, which can be edited to suit your own requirements and then used to enhance your own presentations, posted on your learning management system or printed out for student handouts to reinforce the key concepts from your lectures.
- Online video activities and questions.



Introduction

Pre-service teachers can become overwhelmed by the diversity and complexity of classroom management principles, theories, models and practices. Some of our students say, 'Just tell us what to do' and are looking for a simplistic 'bag of discipline tricks'. But effective teaching is so much more than that. Every pre-service teacher must be able to explain their own (albeit emerging) professional philosophy, their theoretical approach(es) to classroom management, and their preferred model(s) of classroom management. This is central to teaching professionalism.

There is, of course, a diversity of views on and approaches to classroom management. For some teachers it can be a frustrating struggle that seems to get in the way of their 'real' teaching. For others it's simply about taking the hard line at the beginning of the school year. There are also teachers who just seem to have 'the knack' and their students seem to respond positively from the outset. We acknowledge, accept (and indeed celebrate) this diversity, but nevertheless emphasise five principles which underpin our own approach to classroom management; these are explained in detail below.

Five principles underpinning our approach to classroom management

Our first principle is: Develop positive learning environments by adopting an ecological perspective. In classrooms (and indeed across schools) this involves recognising and responding to the evolving interactions among social, cultural, individual and group factors that influence and are influenced by teachers, students and other members of the learning community. This is the most effective way for students to feel they are part of a learning community and for teachers to be effective and feel satisfied. We want to avoid the frustrations felt by some pre-service teachers by focusing their attention on establishing healthy learning ecologies in which the emotional, social, academic and physical needs of all students are met. To this end, this text focuses on exploring the issues and practices involved in establishing positive classroom and school ecologies within the broader framework of the curriculum. We explain these thoroughly before we introduce any specific strategies or behavioural interventions. We believe effective classroom management is not about following a 'formula' or using a 'bag of discipline tricks', but is about developing practices informed by dynamic professional reflection.

Our second principle is: Base all teaching practices on evidence-based theory. We have provided a synopsis of a variety of theories (models, principles and frameworks) which generally inform effective practice in Australian classrooms. (An extended list is provided on our Cengage Companion Website.) We briefly describe and explain these theories, how each first seeks to promote positive behaviour, and then the application of intervention strategies where applicable. We emphasise that all teaching practices (regardless of their diversity) are more effective when there is coherence between these practices, their underpinning theories, and one's professional philosophy.

Our third principle is: Treat classroom management as an integral part of all else that occurs within a classroom or school setting. There are undisputedly close links between curriculum (what is taught), pedagogy (how teaching occurs), and student learning outcomes. When an environment is conducive to academic learning it is also conducive to positive behaviour. We show how classroom management plans and practices are integral to curriculum planning and programming, and sit within the core business of teaching and learning.

Our fourth principle is: Classroom management must be planned proactively to encourage positive behaviour by addressing all issues that have an impact on classroom ecology. This is much more than simply responding in a reactive manner to incidents of unproductive behaviour. Classroom management planning should be incorporated into broader teaching / learning plans (at the classroom and school-wide levels), and focus on the needs of individual or small groups of students (as interventions) only when necessary.

Our fifth and final principle is: The development and evolution of effective classroom management plans is a dynamic ‘work-in-progress’ which draws on continuing reflections on professional practice, philosophy and theoretical approaches to classroom management. Classroom management plans embrace the ‘plan-implement-review’ cycle of reflection and reflexivity. Classroom and school ecologies change continually. Teacher should recognise and account for this change through ongoing professional reflection; both individually and collaboratively.

Chapter structure

In this fourth edition we have made some major changes, primarily in response to feedback, comments and suggestions from our peer reviewers and colleagues, our current and former students (many who are now early- and mid-career teachers) and, of course, in response to our own changing worldviews. The main changes include: The text now commences with ‘Modelling classroom management’ which replaces the old chapter 2 and focuses on explaining our Lyford model as our preferred, but only one of many, models of classroom management. Here we put forward our model as a ‘scaffold’ to guide pre-service teachers in developing their own classroom management models and plans. The former ‘theory’ chapter 1 has been simplified and moved to chapter 2 with more detailed content around theory now available on our Cengage Companion Website. Our extensive list of Reflections (now ‘Stories’) from the field in chapter 8 has been strategically edited, with other stories now moved to our Cengage Companion Website. We have included a new chapter 10 which briefly explains a range of issues which are likely to impact upon contemporary classroom management theory and practice. End-of-chapter ‘Individual and group activities’, ‘Weblinks’ and ‘Further readings’ sections have also been substantially revised, updated and annotated to better inform further study.

In chapter 1 we introduce the Lyford model as our preferred scaffold to assist pre-service teachers to develop their personalised classroom management models and plans. We introduce the broader theories that inform the model, the principles that drive it, its parts and how these interrelate. (Chapters 3 to 7 build directly upon each of these parts.)

In chapter 2 we introduce a selection of classroom management theories – as distinct from the above-mentioned broader theories of human development, psychology and sociology, and teaching and learning – which we believe are most pertinent to Australian schooling contexts. We provide taxonomies (i.e. frameworks for classifying these theories) to help pre-service teachers to understand these theories and their evolution and interrelationships. Importantly, they will be introduced to the different terminologies used in various theories and be better able to analyse, compare and contrast those theories.

In chapters 3, 4, 5 and 6 we explain a diversity of positive practices and strategies for building positive learning environments. Chapter 3 presents a rationale for building strong respectful relationships and clear lines of communication between teachers, students, parents and others, and then describes and explains a diversity of relevant strategies for doing so. Chapter 4 presents a rationale for developing appropriate, motivating and synchronous curriculum, assessment and pedagogy, and then describes and explains a diversity of relevant strategies for doing so. Chapter 5 presents a rationale for strategically organising the physical and temporal aspects of the classroom environment, and then

describes and explains a diversity of relevant strategies for doing so. Chapter 6 presents a rationale for proactive and thorough reflexivity as a foundational practice of good teaching, and then describes and explains a diversity of relevant strategies for being reflexive. Pre-service teachers will be well on their way towards becoming effective teachers when they appreciate the importance of these positive practices and are able to strategically select and effectively implement an increasing repertoire of the suggested strategies.

In chapter 7 we present a rationale for the strategic and pragmatic use of a range of intervention practices to be used when positive practices are insufficient to create the necessary positive learning environments; typically when more challenging student behaviours emerge or persist. We suggest the use of interventions based on psychoeducational theory first, cognitive behavioural theory second, then behavioural theory third. In most contexts positive practices alone will create environments wherein all students can thrive, but in some very challenging contexts teachers will also need to become competent in the development and collaborative use of interventions. We describe and explain a diversity of relevant strategies to inform the development of a personal repertoire of intervention practices.

In chapter 8 we present a selection of stories ‘from the field’ written by pre-service and early career teachers (our former students), about their understandings of, and experiences with, classroom management theory and practice. These should challenge and inspire, and offer considerable food for thought to engage with the personal challenge presented in chapter 9. It is important to note here that there is no one ‘right’ professional philosophy, theoretical approach to, or plan for effective classroom management. These stories from the field would very likely be quite different now as a result of their authors’ continuing experiences, professional growth, and evolving worldviews. Pre-service teachers will have to find what is ‘right’ for themselves, and this is most likely when they find coherence, synchronicity and thematic congruence in their study and writings.

In chapter 9 pre-service teachers are challenged to bring together all that they know and understand about effective teaching and classroom management. In this chapter we offer guidelines and suggestions to help them to develop their own professional philosophy, their own theoretical approach to classroom management, and their own classroom management plan/s. These will vary, depending upon the future teaching contexts in which they are applied (for example, practicum teaching, day-by-day or block casual teaching, or ‘permanent’ part- or full-time teaching) so we put forward suggestions and advice for each of these contexts.

The new and final chapter 10 presents brief descriptions and explanations of a range of contemporary issues that relate to and/or impact upon classroom management theorising and practices in Australian school contexts. These vary from ‘big picture’ issues (e.g. the new national teaching standards), to very focussed issues (e.g. pedagogical responses to new research findings around the learning needs of students with Autism Spectrum Disorder).

To assist navigation through the text, most chapters have a similar layout. Each begins with a list of learning outcomes and a chapter overview. This is followed by a starter story: a brief scenario to focus your thinking and discussions about the chapter topics. An introduction then provides a contextual reference to diagrams relating to the Lyford model. Each chapter includes one or more short stories wherein pre-service and early career teachers have put forward a personal story about their teaching experiences. These stories are rich and diverse and have relevance across the text, but they have been positioned to take advantage of, and focus on, issues raised explicitly or implicitly in each story. Explanatory diagrams are used to explicate key points. Each chapter closes with a summary, a list of key concepts, individual and group study activities, weblinks and additional readings. The text concludes with a reference list which brings together the citations, references and readings from all the chapters.

We generally recommend that the text be worked through in chapter order, but pre-service teachers or instructors are encouraged to dip into chapters 8 and 10 at any time. Instructors might prefer an alternative classroom management model (to the Lyford model explained in chapter 1). However, it is worth keeping in mind that our particular preference can easily be adapted for the various elements that make up a variety of different ways of approaching classroom management. In this respect the Lyford model is a skeleton model. We still believe in the integrity, relevance and value of the chapters which follow. The chapter 8 'Stories from the field' provide insights into others' thoughts about classroom management. Additional stories, written by pre-service, early career and more experienced teachers, are found on the Cengage Companion Website. These provide an even richer tapestry of experiences, ideas and practices for reflection, comparison and discussion. Chapter 10: Contemporary issues, examines a diversity of contemporary issues that variously impact upon classroom management theorising and practices in Australian school contexts.

About the authors

Dr Gordon Lyons is a lecturer and researcher in the pre-service teacher education program in the School of Education at The University of Newcastle in NSW. He has been a classroom, support and executive teacher in primary, secondary and special schools, working substantially with students with intellectual disabilities and/or challenging behaviours. He has also worked for the NSW Office of the Public Guardian supporting adults with intellectual disabilities and challenging behaviours. One of his ongoing research interests is the development of school-wide approaches to improving student welfare.

Dr Margot Ford is a lecturer and researcher in the School of Education at The University of Newcastle in NSW. She has a background in both educational psychology and sociology of education and is interested in how classroom management straddles these disciplines. Her previous positions at Charles Darwin University and the Batchelor Institute of Indigenous Tertiary Education in the Northern Territory bring a strong focus on the needs of learners from diverse backgrounds to her work.

Dr June Slee was formerly a senior lecturer and researcher in the School of Education at Charles Darwin University in the Northern Territory and is now devoting her energies to full-time research and writing. At the tertiary level she taught pre-service teachers in the areas of behaviour and inclusive practices, while much of her earlier teaching career (early years through to senior secondary and juvenile justice) focussed on working with students with challenging needs. This experience, combined with her academic work, inform her approach to creating harmonious classrooms and schools.

Acknowledgements

This fourth edition is another ‘work-in-progress’, built upon the foundations of the three earlier editions, which precipitated out of an original concept and collaboration by Chris Gordon, Michael Arthur-Kelly and Nancy Butterfield. This edition, like the previous three, is also the product of a collaborative effort; colleagues, peers, students, and family and friends have variously assisted, advised, critiqued, contributed, encouraged, suggested, supported and cajoled us to publication! We gratefully acknowledge the contributions of:

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And Ann Crabb and her team at Cengage.

Thank you . . .
Gordon, Margot and June
July 2013

1

Modelling classroom management

Principles, perspectives, paradigms, philosophies, praxis and processes! 'Making sense' of these is challenging. However, the good news is that models can provide a scaffold to bring these together; to 'join the dots', and to help you to synchronise your theory and practice.

LEARNING OUTCOMES

When you have worked through this chapter you should be able to:

- Appreciate the need for an informed and considered approach to, and plan for, classroom management
- Appreciate the importance of developing a personalised model of classroom management
- Understand the Lyford model, and its potential to inform the development of your own model of classroom management
- Apply your understanding of the Lyford model (or others) to facilitate your study of the remaining text chapters
- Explain the key concepts and discuss the summary for this chapter.

CHAPTER OVERVIEW

- Starter: A little more time ...
- Introduction
- The Lyford model of classroom management
- Parts of the model and their interrelationships
- Key theories and principles underlying the model
- Using the model
- Summary
- Key concepts
- Individual and group activities
- Study tools
- Weblinks
- Further readings

Starter: A little more time . . .

Jade was given short notice of her very first teaching appointment. She was to begin at Nirvana School in three days' time on the first Monday of the term. She had little chance to investigate her position or new school except by reviewing the school's website. Jade had developed a sound knowledge and understanding of the syllabuses and curriculum, and through her microteaching and professional experience had developed reasonable pedagogical skills. Although a little apprehensive, Jade was looking forward to starting her teaching career.

The first student-free day was something of a blur, with introductions to new colleagues, meetings, school handbook, programming discussions, duty rosters, training on the new photocopier, a quick tour of the teacher resources room in the library, and a sparse classroom to sort out for the next day. Colleagues gave Jade some student work samples and workbooks but these were really only the 'leftovers' that the students did not take home. Frank, Jade's new mentor teacher, was very experienced and most supportive, but a little hard to catch up with over the day.

By the end of the day Jade was a little overwhelmed. She wished she had a few days to set up her new classroom, investigate her students' learning histories, study the program outlines, look over the teacher resources thoroughly, and prepare a preliminary sequence of lessons. Frank invited her to join the rest of the staff for a social drink at the local café, but Jade took a raincheck – she needed to get home to prepare what she could for the next day. As they parted Frank called back, 'Oh, by the way . . . we're a "Positive Behaviour Support" school. It's important that you follow the procedures. We can't afford to start the school year with an inconsistent approach to student discipline. The kids will become little monsters if we do! It's all in the handbook. Cheers. See you bright and early tomorrow.'

A cold shiver went down Jade's back. Positive Behaviour Support? She knew a bit about Choice Theory and Assertive Discipline from uni. She liked the principles behind Choice Theory because they 'fitted' her professional philosophy, and had intended to set up her class along those lines, but she knew virtually nothing about Positive Behaviour Support . . . she needed to sit down and study the school handbook and revisit her classroom management plan . . . she needed a little more time . . .

INTRODUCTION

Your early days as a pre-service and early career teacher will be exciting and rewarding, but also very challenging. Like all of your fellow students you want to be a 'good' (effective) teacher, so you study hard and learn a lot about the 'basics' of teaching and learning; curriculum, assessment and pedagogy. Your pre-service teacher education program includes a considerable amount of theory about, and models of, growth and development, teaching and learning, motivation, behaviour and pedagogy, but these can seem somewhat removed from your understanding of the hands-on world of the classroom and schoolyard. We hope this text convinces you of the need to understand and apply models and theory about classroom management to your practice so you can become the most effective teacher possible.

In this text we aim to help you recognise and appreciate the critical links between classroom management theory and practice. If you can develop your own professional philosophy (a statement about what you believe is important with regard to teaching and learning), and develop your own theoretical approach to classroom management (a statement of understanding about the theory which informs and guides your classroom management practices), you should be able to prepare meaningful and effective classroom management plans (statements outlining your

approach to managing classroom dynamics to bring about the most effective teaching and learning; that is, how you will develop and maintain the most positive learning environment/s).

We will *not* be handing you a 'formula' for responding to unacceptable student behaviours. We will *not* be handing you a 'bag of discipline tricks' for responding to different challenging student behaviours. Effective classroom management is *not* about pulling together a bunch of 'tips' to deal with difficult students. Effective teachers who are invariably effective classroom managers know how to create and maintain positive learning environments which provide the setting and 'conditions' for the best educational outcomes for their students. What this text (and our Cengage Companion Website resources) do offer you is, in our opinion, a best (evidence/research-based) way to create positive learning environments in your classroom/s and school. We offer you: a balanced review of pertinent theory and practices around classroom management; one model of classroom management (our preferred Lyford model), which provides a scaffold to bring together (synchronise) these theories and practices; guidelines for developing your own personal model of classroom management; and guidelines for developing your own classroom management plan/s, as a part- or full-time teacher in either early childhood, primary or high school settings. This text and our accompanying Cengage Companion Website resources also provide you with a diversity of 'stories from the field' which will give you valuable insight into the thinking of other pre-service, early career and more experienced teachers who have faced the very challenge you face now; that is, to transition successfully into become an effective teacher.

At first preview the Lyford model (explained in depth below) and the accompanying theories (variously explained in chapters 1 and 2 and on the Cengage Companion Website) might appear complex and even overwhelming. Eventually though, as you clarify your thoughts through the development of your professional philosophy, you will become empowered to 'take a stance' on your theoretical approach to classroom management, and even be empowered to develop your own model of classroom management. Ultimately you will be empowered to develop and implement your own classroom management plans (including interventions for your more challenging students) and apply these effectively to create your own positive learning environments . . . So let's get started!

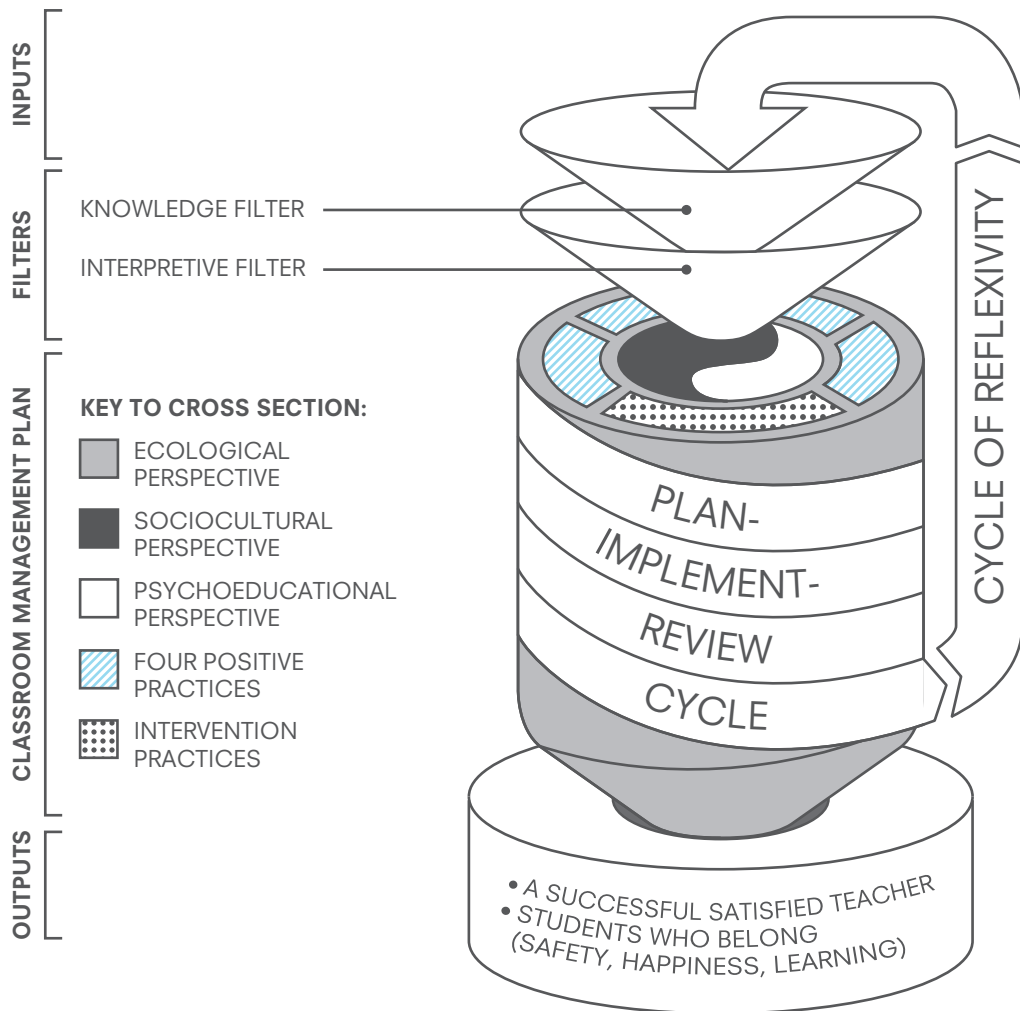
Important: earlier we said we would not be providing you with a 'formula' or 'bag of discipline tricks' or a set of classroom management 'tips'. You will all have seen teachers 'managing' classrooms before, some effectively and some not so. Many of you will have already been on professional experience placements and experienced the challenges of classroom management yourself. What 'works' for one effective teacher, in one setting or context, may not work for another. You will have to find out what works for you, and this will vary across settings and contexts. You will find a theoretical approach (or approaches) to classroom management which works best for you, so take up the challenge to embrace the content and intent of this text, and make it work for you.

We opened this chapter with the 'challenging' wordlist: 'Principles, perspectives, paradigms, philosophies, praxis and processes!' Making sense of (coming to know and understand) these key classroom management-related terms is challenging indeed. Good models though provide a scaffold to bring these together; to 'join the dots' between them, and to help you to synchronise your theory and practice, so we begin this first chapter by presenting our preferred model of classroom management: the Lyford model.

THE LYFORD MODEL OF CLASSROOM MANAGEMENT

Models bring together theory and practice as praxis. Modelling is an essential tool for helping practitioners to understand the complexities of theory and how theory relates to, informs and potentially improves practice. We believe this model provides you with a facilitative ‘scaffold’ to bring together your emerging knowledge and understandings of the various topics and issues raised in this text. We are intent on guiding you to bring together your emerging theoretical knowledge and understandings about classroom management (theory) with your emerging knowledge, understandings, skills and competencies (practice). We have used our Lyford model (see Figure 1.1 below) as the conceptual scaffold for the central chapters in this text. It provides

Figure 1.1 The Lyford model of classroom management



you with a practical framework, which has a sound interdisciplinary theoretical base, to review and develop your professional philosophy, and then to go on to develop a sound theoretical approach to classroom management, and your own coherent and practical classroom management plan/s. Our ultimate aim in presenting the model is to assist you in creating positive learning environments where your students learn well as safe, happy and valued members of your classroom community, and where you will be a satisfied and successful teacher.

In this chapter we will describe the parts of the model and how they interrelate, and introduce the key theories and principles underpinning the model. (These theories are explained in detail on our Cengage Companion Website.) We also demonstrate how these theories are variously related to effective classroom management practices. We recognise that the Lyford model is not a simple model, but believe it is important for you to take account of a broad range of perspectives and contexts in order to develop effective classroom management plans. Each part of the model is explained in detail in other chapters. You should become confident in your understanding of the model as you work through the text, and you will be able to use your emerging knowledge and understanding to develop your own personal classroom management model and plans.

A variety of theories, frameworks and models pervade classroom management literature. There are continuing developments in the field, as well as developments in related fields, that better inform practice. A pivotal concept – that of belonging – is evident in both the fields of psychology and sociology, and is also critical to classroom management. Individuals experience a sense of belonging in a cognitive and emotional sense. This sense of belonging will undoubtedly influence the ways in which they interact with other students and will also, of course, influence their learning. We all have the need to belong to something, which is where sociology comes in. Sociology, or more specifically sociocultural perspectives, allows us to interrogate the social and cultural influences on the dynamics of belonging. The Lyford model describes how these different theoretical influences shape our thinking. It foregrounds belonging and develops this concept in a more detailed way.

The Lyford model will help you now as a pre-service teacher and soon as an early career teacher to design, develop, implement, review and improve classroom management plans. These plans should be coherent with your emerging and evolving professional philosophy, theoretical approach to classroom management, and your understanding of pedagogy. Ultimately it will guide you to develop your own approach, model and plan/s. Built into the Lyford model is the expectation that your ideas and practices will change. It brings ‘theory into practice’ to empower you to create positive learning environments, where your students experience a sense of belonging in a place where they are safe, happy and learning, while at the same time providing professional achievement and satisfaction for you. If you choose to use our model as a scaffold to inform the development of your own, you will make many decisions related to each of the parts of the model. These parts are explained in the following overview.

PARTS OF THE MODEL AND THEIR INTERRELATIONSHIPS

The Lyford model has a number of main parts. These include:

- INPUTS: knowledge of and understanding around classroom management and pedagogy
- FILTERS: *knowledge filter* and *interpretive filter*

- CLASSROOM MANAGEMENT PLAN: including *ecological perspective*, *sociocultural perspective*, *psychoeducational perspective* as core considerations, *four positive practices*, *intervention practices*, *plan-implement-review cycle* and *cycle of reflexivity* as elements of practice
- OUTPUTS: a successful and satisfied teacher and students who belong (safety, happiness, learning).

Each part is described below, and followed by an explanation of the interrelationships between various parts.

(Note: Remember the Lyford model is our personal model and guides our thinking around classroom management. It may become yours, but here it is offered as a scaffold for you to begin your model development ‘journey’.)

Knowledge and interpretive filters

Knowledge and understanding are the primary *inputs* into a classroom management model. These are referred to as filters, because any new knowledge is interpreted through your existing knowledge. The results are therefore individually understood. This is likely to be in the form of pertinent theories, frameworks, models and principles, drawn from a range of disciplines that are relevant to teaching and learning. These disciplines would likely include human development, psychology, sociology and the latest pedagogical theorising. For many of you, this knowledge will include much of what you have learned about teaching and learning in your pre-service coursework, your micro teaching and professional experience placements, as well as drawing upon your wider life experiences.

The *interpretive filter* equates to one’s ‘worldview’ and how it is used to engage with, interpret, and understand accumulating knowledge and understanding around teaching and learning. The interpretive filter will be influenced by conscious and subconscious beliefs, values, attitudes and wider life experiences. As we understand more about teaching and learning specifically, and schooling and education more broadly, our worldviews shift, adapt and develop.

Ecological perspective

This is the overarching perspective that encapsulates all of the parts we integrate within the Lyford model. It draws heavily on the Ecological Systems Theory of Urie Bronfenbrenner (this is explained on our Cengage Companion Website), which specifically focuses on accounting for the complexity of interrelationships between schools, individual children, their families, and the local and wider communities.

Sociocultural and psychoeducational perspectives

Sociocultural perspectives provide explanations for the interactions of each of us with others in our social group. Psychoeducational perspectives provide explanations about individual beliefs, thoughts, feelings, emotions and behaviours. Both perspectives draw upon a substantial and interrelated research base. These perspectives act as core elements for this model and will serve to explain why you do what you do in the classroom.

Positive practices and intervention practices

Positive practices include: relationships and communication; curriculum, assessment and pedagogy; classroom organisation; and professional reflexivity. (See chapters 3, 4, 5 and 6

respectively.) These are evidence-based practices for creating positive learning environments and responding to various challenging student behaviours. Positive practices are designed to pre-empt challenging behaviours and create a community of productive learners. Intervention practices are grouped as psychoeducational, cognitive behavioural and behavioural. (See chapter 7.) Psychoeducational and cognitive behavioural interventions are generally preferred for students with chronic challenging behaviours (those behaviours which persist over an extended time and resist less formal or ad hoc interventions) whereas behavioural interventions are widely regarded as efficacious for those with more acute challenging behaviours (those behaviours which are very severe and often endanger the focus student and/or others).

Cycle of reflexivity and the plan-implement-review cycle

Generally speaking reflexivity means referring back to self. In this professional context it more specifically means referring back to actions taken. Using a *cycle of reflexivity* means that reviews and reflections lead to informed and substantial changes in thinking and subsequently to changes in practice through the application of new strategies. So, reflexivity goes well beyond just thinking about learning and teaching. The *plan-implement-review cycle* emphasises that classroom management practices are an integral part of addressing curriculum requirements and echo the process of developing curriculum programs and plans. The cycle of reflexivity and the plan-implement-review cycle ‘wrap around’ our model and provide ongoing inputs into the knowledge and interpretive filters. As knowledge and understanding increases and worldviews are revised, transformations continue to occur.

Classroom management plan

It is here that the parts of the model come together in an integrated way. A well-developed classroom management plan, duly informed by a coherent professional philosophy, in turn aligned to a logical theoretical approach to classroom management, delivers the primary *outputs* of the model; that is, positive learning environments.

Positive learning environments

In positive learning environments students recognise that they are valued and belong, feel safe and happy and learn well, and the teacher is professionally successful (effective) and satisfied.

Interrelationships among parts of the model

This section explains the various interrelationships between parts of the Lyford model. You should remember that models bring together theory and practice in an active way; that is, models add process to our understandings around theory and practice. Processes, in turn, include inputs and outputs. To best interpret the explanation of interrelationships below, follow the (cyclic) processes of the Lyford model from inputs through to outputs . . .

The *knowledge filter* sorts the knowledge and understanding brought to the task of developing classroom management plans. For most of you this knowledge and understanding is made up of your own experiences of classroom management styles and approaches when you were at school, and knowledge gained through the various courses in your pre-service teacher education program. As you move through this program new information and teaching practices will no doubt alter your *knowledge filter*. When you begin teaching, your knowledge will also be informed

by your experiences of interacting with students, listening to colleagues and trying out suggested strategies. In chapter 2 we will show how new knowledge in the form of models, frameworks and theories are held together through your developing set of principles and how they will increasingly inform your own teaching practices. Your *knowledge filter* will therefore affect the ways you engage with and analyse the rest of the model, and this signals a continual process as you move from being a novice (pre-service) teacher to an expert (experienced) teacher. Your *knowledge filter* is closely connected to your *interpretive filter*.

The *interpretive filter* affects everything a person 'knows'. It is an individual's worldview or personal systems of beliefs, values, attitudes and life experiences. This is why individual differences with respect to 'knowing' are so pervasive and resilient. Your *interpretive filter* continually changes for two reasons. First, your personal knowledge and life experiences continue to accumulate. The knowledge and life experiences you gain at university can variously affirm and challenge your worldview. Your early years as a teacher will do the same. Second, your increasing reflexivity, developed through engagement with the *cycle of reflexivity* and the *plan-implement-review cycle*, will 'open up' your *knowledge filter* and *interpretive filter*. This process should become clearer and more rigorous over time, enhancing the continuing development of your professional philosophy, your theoretical approach to classroom management, and ultimately your own classroom management plan/s. You can expect challenges, tensions and even conflict as new knowledge can disrupt taken-for-granted beliefs and attitudes. Your knowledge and interpretive filters therefore will constantly change, affecting not only your ideas of teaching and learning, but broader ideas of self and identity.

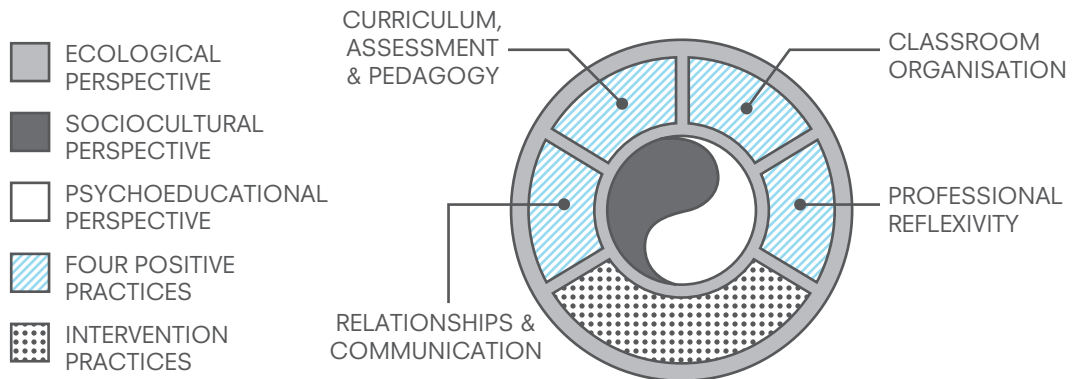
When you engage with the processes inherent in your *cycle of reflexivity* and the *plan-implement-review cycle*, this knowledge of principles, theories, frameworks and models is more frequently revisited and more readily taken into account. As you gain experience and become more accomplished as a teacher you will be able to engage with this knowledge in more sophisticated ways. You will increasingly be able to reflect and critique your knowledge base, and may eventually be able to contribute to the body of professional knowledge about learning and teaching theory and practice. The *interpretive filter* and *knowledge filter* remind us of the continual process of developing pedagogy, both for teachers and students.

The *ecological*, *sociocultural* and *psychoeducational perspectives* are interrelated and overlapping. The ecological perspective acts as an overarching concept. This is to remind us that when dealing with children, the individual within his/her immediate environment is also influenced by broader, more complex environments. The *sociocultural perspective* and *psychoeducational perspective* form the core of our model. In the past, classroom management was often viewed as being primarily associated with disciplinary actions focused on correcting 'bad' behaviour, with associated rewards and punishments based almost entirely on behaviourist theories. Only more recently have *sociocultural perspectives* and *psychological perspectives* become more prominent.

It is our view that an understanding of how these perspectives work together is critical. The broader *ecological perspective* embraces both the *sociocultural perspective* and *psychoeducational perspective*, and these latter two perspectives need to be kept in balance, hence the use of the yin/yang symbol in our model. For those with an interest, these perspectives and their associated theories are explained in depth on our Cengage Companion Website, and throughout the rest of the text we will show how drawing on these perspectives and theories will help you to develop your classroom management plans.

An individual's theoretical perspectives primarily inform the 'mix' of *positive practices* and *intervention practices* that s/he will include in personal classroom management plan/s.

Figure 1.2 Cross-section of the Lyford model



The four *positive practices* overlap and complement each other. All are required to facilitate the creation of *positive learning environments* and are relevant to all students. The four *positive practices* are crucial elements in contemporary evidence-based classroom management plans. They emphasise that a key aspect of planning educational programs includes the teaching of appropriate social skills and understanding the needs of self and others. This is best taught by addressing outcomes across the curriculum, so classroom management plans should be fully integrated.

The behavioural needs of most students can be met by developing interesting, engaging programs that are pitched at the levels where students can feel like and be successful learners. Explicit teaching about appropriate ways to interact and strategies to develop the positive social and cultural dynamics of the classroom will also be required. The key concept here is 'belonging'. Students who feel they are part of the classroom and school community, who feel safe in school, and have their needs met by teachers and other students are more likely to want to come to school and engage in and focus on learning. These four *positive practices* are explained in detail in chapters 3 to 6 respectively. However, there will often be a small group of students, who individually or collectively will require more specialised knowledge and practice to achieve their potential.

Psychoeducational, cognitive behavioural and/or behavioural intervention practices will be required when the needs of individual students cannot reasonably be met using only the four *positive practices*. Chapter 7 will examine *intervention strategies* for those students with more serious and challenging behaviours. Our model, however, demonstrates that students with special behavioural or social needs remain part of the classroom community and that *intervention practices* are not isolated from *positive practices*.

Encircling the body of our model are two cyclic processes with which most teachers are familiar. The *cycle of reflexivity* is a complex and powerful process with the potential to influence all parts of the model. It is the process by which real and lasting improvements take place and is based on action research or action learning. The systematic recording of a teaching or learning issue, the strategies used and improvements made, help create a record of your achievements and practices. It is the way all effective educators approach their practice.

As a pre-service or early career teacher, it is likely your initial focus is more on the *plan-implement-review cycle*. This is a form of action research whereby you record the plan of your lessons or units of work, implement the plan and then review what occurred. In other words, your

focus is on curriculum content, strategies to teach that content and how successful students learn it. In Australia, this is generated through learning outcomes set out in curriculum documents of the various states and territories. Although the Australian national curriculum is now at least partly in place, state and territory curriculum and syllabus perspectives may still differ in emphasis. Generally though, all aim to address the skills, interests and needs of individual students while fulfilling specified outcomes in set curriculum documents. Curriculum content was traditionally separate from 'the business of' classroom management, but outcomes in some key learning areas and various cross-curriculum study areas are increasingly about issues such as values, morals and student wellbeing. This 'sympatico' is also clearly evident in the new National Teaching Standards, wherein what is taught has been inextricably linked to how teaching occurs through the articulation of a comprehensive set of national teaching standards/competencies for early career teachers, more accomplished teachers and expert teacher leaders.

It is important to understand that these two cyclic processes are inextricably related. As you become more adept at the *plan-implement-review cycle* and your teaching becomes more sophisticated, your reviews of lessons, units and programs will increasingly include references to, for example, student engagement, motivation, attentiveness and ability to collaborate. In the Northern Territory Curriculum Framework, there is a set of outcomes specifically dealing with these issues called *EsseNTial Learnings*. It is heavily influenced by the work of Urie Bronfenbrenner and divides the essential outcomes into four main areas; the inner, creative, collaborative and constructive learner. Outcomes were developed against these four areas, and as with all learning outcomes teachers are required to address, teach and review them. This has been a useful innovation as those issues involved in classroom management have systematically become part of the teaching and learning process and not outside of it as some critics have argued (see Gore & Parkes 2007).

The *cycle of reflexivity* and *plan-implement-review cycle* together provide a systematic way of addressing curricula requirements and the sociocultural and psychological needs of students. When reflection becomes sufficiently rigorous, changes and improvements can be facilitated to bring about better outcomes for your classroom management plan/s. We strongly advocate that classroom management practices, models and plans do not sit outside the central activity of curriculum, planning and programming, but are integrated within.

The final part of the Lyford model is the *outputs* (or outcomes). We believe that by following the processes set out in this model you will be able to create more *positive learning environments* where your *students experience true belonging by being safe, happy and successful with their learning ('good' students)*, and where you, as their teacher, experience more *professional satisfaction and achievement ('effective' teacher)*.

An effective teacher (in terms of classroom management) is a teacher who engages all of their students in the teaching and learning dynamic of the classroom to the best of their abilities. This notion of an effective teacher is examined further in chapter 10 in the section about Quality Teaching, but first we will explore what it means to be a good student. (Note: We use the expression 'effective teacher' rather than 'good teacher' to avoid any moral connotations arising from the use of the term 'good'.)

The perception of a good student is culturally and socially prescribed, and lies at the hub of what teachers wish to achieve. Is a good student one who is necessarily always compliant, quiet and diligent or one who is actively questioning, challenging and prepared to speak out? What is clear, according to McLeod and Yates (2006), is that the notion of a good student varies from

school to school, parent to parent and teacher to teacher. 'Being a good student refers to both broad social definitions, often implicit, and to individuals who embody such characteristics; to judgments made by others and to judgments made by self in that broader as well as interpersonal context' (p. 50). It is clear that threads from ecological, sociocultural and psychoeducational theories are woven together in discussions about what makes a good student.

In classroom management terms, teachers want students who can: empathise and have compassion for their classmates, work collaboratively in small groups and be part of a class community, be attentive and try their best at the tasks and challenges set them, and resolve conflicts in constructive and positive ways. Furthermore, teachers want students who are not disruptive and do not cause unnecessary conflict. Teachers seek students who feel comfortable in the classroom.

There is a normalised view of what makes a good student, a view that can shift and change. Those who fall outside of this normalised construct are frequently marginalised. This school-based construct abuts broader social constructs of normalisation and is contextually determined. In other words, what is seen as 'normal' or otherwise will differ depending on local conditions; that is, in terms of rural/urban locales; areas of high/low density of ethnic diversity; or wealthy/poorer neighbourhoods. In Australia, local conditions are further informed by broader national debates about who has the right to belong in Australia, who has the right to call him or herself Australian, and ultimately who decides this (Ford 2009). All of this is wrapped up in individuals trying to make sense of it all, and at the school level, elements such as age and gender also play their part.

McLeod and Yates (2006) explained that some students struggle to unpack this complexity. Their research findings echo earlier classical studies such as that by Connell et al. (2007). Educational outcomes can deteriorate for students who struggle in the social milieu of the school and this, in turn, can have detrimental effects on health and wellbeing. Students have to navigate ways of behaving that are acceptable to their peers and acceptable to the teachers and parents, and there are times when these are in opposition. The values of peers can sometimes trump the values of the school and it is in this space that communication can break down, expectations can become conflicting and students can become disruptive, as the school and class community do not meet students' needs. As students move into high school these issues frequently dominate, and the challenges for teachers to provide meaningful and engaging curriculum content take on new dimensions. It seems to us that if these broader issues are not part of the considerations of teachers, effective classroom management and successful education outcomes are going to be difficult, if not impossible, to achieve.

A surprising finding by McLeod and Yates (2006) was that many of the high school students they interviewed, when asked what they think schools think is important, mentioned appearance – both within the school and as a school representative in the broader community. From the students' viewpoint an inordinate amount of time was spent on exactly what and how clothes should be worn. This seems a superficial reading of what schools do, but consider yourselves how much time is spent on referring to and discussing appearance in schools and ask yourself why this is the case; it might well be that this is 'an easy vehicle to control' and puts students under surveillance, but at what cost? Another finding was that relationships and connections featured strongly in student interviews. It is clear that the notion of belonging has come to the fore in classroom management theorising and practice. *There is a crucial link between satisfied (effective) teachers and (good) students who feel safe and comfortable in the classroom.* The

relationship a teacher forms with her/his students will set the tone for all the interactions in the classroom: the way the classroom is organised, the way new topics are chosen and introduced, how work is assessed and criticism and encouragement are given, and how the teacher responds to conflict and disruption. The quality of a teacher's relationship with students will act as a constant reminder of what it means to have a positive learning environment.

Our Lyford model is a transformative model. Explicit in its design is the ongoing process of learning, acting and reviewing actions, whether these actions are about classroom management challenges and dilemmas or about explicitly embedding classroom management practices across the curriculum. Your knowledge filter and interpretive filter grow and adapt as your understanding deepens and, as you move from being a novice to an expert teacher, the process becomes smoother and easier.

So far in this chapter you have been provided with an explanation of how the parts of the Lyford model work together and with explanations of how the broader ecological, sociocultural and psychoeducational perspectives inform this process. The model has internal integrity; the parts fit together. This is articulated by a set of principles outlined later in this chapter. You can use this whole process and the perspectives and theories therein to create your own classroom management plan/s or you can use the Lyford model as a template to choose your own set of theories, your own principles and your own strategies.

Story from the field

I'm passionate about teaching . . .

Classrooms full of light and learning, caring and creation, friendships not fear, scaffolding and syllabus, pedagogy and practice, research and reflection, lessons and laughter are places where students and teacher feel a sense of belonging. This feeling of belonging is essential to the human psyche; a place where students make mistakes while learning how to make sense of the world.

There is no greater job than to teach. Like all great adventures, the rewards of teaching come from the discoveries made in the learner's minds; you never know what treasures you will uncover that will affect them now and in the future. There is a mystical feeling about the learning process, which becomes manifest when the 'light' goes on in the student's mind; when learning happens. These moments often become lifetime memories when the student remembers the moment they understood and the teacher who made it possible.

I'm passionate about teaching and believe that we can all learn and become better human beings if given the chance. Some of us though will need more chances for the penny to drop. I'm a big believer that kind words and positive gestures do not fall on deaf ears. What we say and do will have an effect and will often leave a lasting impression. As teachers we have to keep positive and we will make a difference.

Professional experience placements have given me the chance to test and reflect on my professional philosophy and my theories of, and plans for, classroom management. Each day is different in its own way. Being able to discuss each day's events and outcomes with my colleague teacher helped me to learn so much. I knew that no matter how much I planned I could always improve.