semester 2

Classroom Management

COURSE GUIDE

Associate Degree in Education/
B.Ed. (Hons) Elementary

2012

Higher Education Commission

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Technical Support: Education Development Centre (EDC); Teacher's College, Columbia University

Higher Education Commission

Foreword

Teacher education in Pakistan is leaping into the future. This updated Scheme of Studies is the latest milestone in a journey that began in earnest in 2006 with the development of a National Curriculum, which was later augmented by the 2008 National Professional Standards for Teachers in Pakistan and the 2010 Curriculum of Education Scheme of Studies. With these foundations in place, the Higher Education Commission (HEC) and the USAID Teacher Education Project engaged faculty across the nation to develop detailed syllabi and course guides for the four-year B.Ed. (Hons) Elementary and two-year Associate Degree in Education (ADE).

The syllabi and course guides have been reviewed by the National Curriculum Review Committee (NCRC) and the syllabi are approved as the updated Scheme of Studies for the ADE and B.Ed. (Hons) Elementary programs.

As an educator, I am especially inspired by the creativity and engagement of this updated Scheme of Studies. It offers the potential for a seismic change in how we educate our teachers and ultimately our country's youngsters. Colleges and universities that use programs like these provide their students with the universally valuable tools of critical thinking, hands-on learning, and collaborative study.

I am grateful to all who have contributed to this exciting process; in particular the faculty and staff from universities, colleges, and provincial institutions who gave freely of their time and expertise for the purpose of preparing teachers with the knowledge, skills, and dispositions required for nurturing students in elementary grades. Their contributions to improving the quality of basic education in Pakistan are incalculable. I would also like to thank the distinguished NCRC members, who helped further enrich the curricula by their recommendations. The generous support received from the United States Agency for International Development (USAID) enabled HEC to draw on technical assistance and subject-matter expertise of the scholars at Education Development Center, Inc., and Teachers College-Columbia University. Together, this partnership has produced a vitally important resource for Pakistan.

PROF. DR. SOHAIL NAQVI,
Executive Director,
Higher Education Commission,
Islamabad.

How this course guide was developed

As part of nation-wide reforms to improve the quality of teacher education, the Higher Education Commission (HEC) with technical assistance from the USAID Teacher Education Project engaged faculty across the nation to develop detailed syllabi and course guides for the four-year B.Ed. (Hons) Elementary and two-year Associate Degree in Education (ADE).

The process of designing the syllabi and course guides began with a curriculum design workshop (one workshop for each subject) with faculty from universities and colleges and officials from provincial teacher education apex institutions. With guidance from national and international subject experts, they reviewed the HEC scheme of studies, organized course content across the semester, developed detailed unit descriptions and prepared the course syllabi. Although the course syllabi are designed primarily for Student Teachers, they are useful resource for teacher educators too.

In addition, participants in the workshops developed elements of a course guide. The course guide is designed for faculty teaching the B.Ed. (Hons) Elementary and the ADE. It provides suggestions for how to teach the content of each course and identifies potential resource materials. In designing both the syllabi and the course guides, faculty and subject experts were guided by the National Professional Standards for Teachers in Pakistan 2009 and the National Curriculum 2006. The subject experts for each course completed the initial drafts of syllabi and course guides.

Faculty and Student Teachers started using drafts of syllabi and course guides and they provided their feedback and suggestions for improvement. Final drafts were reviewed and approved by the National Curriculum Review Committee (NCRC).

The following faculty were involved in designing this course guide: Fizza Sabir, Fatima Jinnah Women University, Rawalpindi; Asma Idress Raja, Sardar Bahadur Khan Women University, Quetta; Muhammad Ismail Panhwar, Hyderabad; Semab Rafiq, BoC, Quetta; Imtiaz Bano, PITE Balochistan; Abdul Majeed, GCET (M) Faisalabad; Muhammad Arif, DCTE Abbottabad; Afzal Baig, GCET (M) Mirpur; Muhammad Nabi Khan, GCE (M) Gilgit; Dr. Abid Hussain, University of the Punjab, Lahore; Dr. Abida Nasreen, University of the Punjab, Lahore.

Subject experts guiding course design: Dr. Margaret Jo Shepherd, Teachers College, Columbia University and Hareem Atif Khan, consultant.

Date of NCRC review: 3 March 2012

NCRC Reviewers: Dr. James Shafi, Forman Christian College University; Dr. Uzma Quraishi, Lahore College for Women University; Dr. M. Asif Malik, Government College University, Faisalabad.

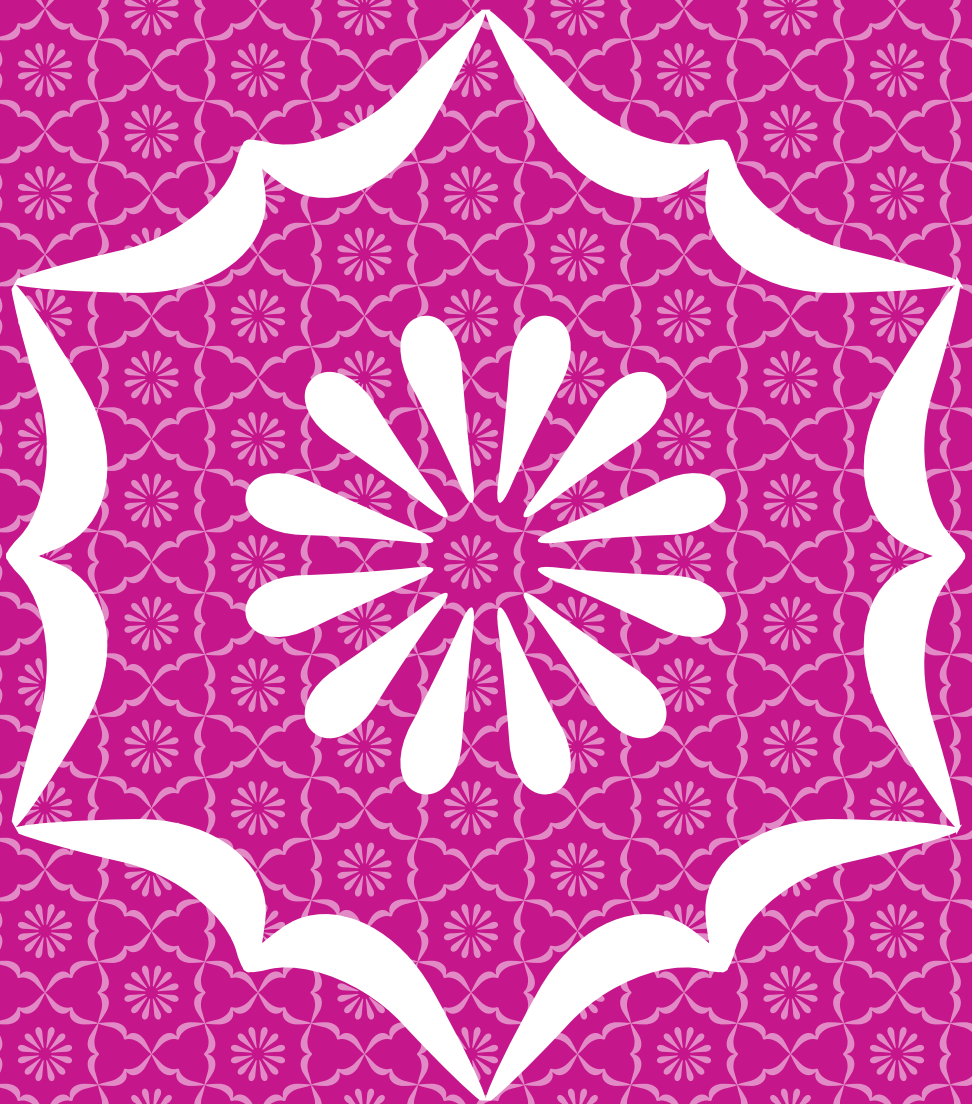

Table of Contents

Syllabus

CLASSROOM MANAGEMENT

CLASSROOM MANAGEMENT

Year/semester

Year 1, Semester 2

Credit value

3 credits

Prerequisites

Successful completion of semester 1 courses

Course description

One of the foremost reasons cited for teacher burnout is the challenge of classroom management. This comes as little surprise as classrooms are crowded, busy places in which students of diverse backgrounds and learning styles must be organized, directed, and actively involved in learning. Many events need to occur simultaneously, and the course of these events is often unpredictable. Teachers must react often and immediately to evolving problems and needs. Teaching in such settings requires a highly developed ability to manage people, space, time, and activity.

A programme of study that aims to prepare prospective teachers must, therefore, equip them with knowledge and strategies for becoming effective classroom managers. In its narrowest sense, classroom management is defined in terms of disciplining and controlling students. However, this course places the goal of student learning at the heart of classroom management. That is, it views the best-managed classrooms as ones in which each learner is effectively engaged in constructing knowledge. To this end, teachers must manage teaching content, plan lessons, develop responsive instructional strategies, differentiate instruction, create predictable structures and routines, and connect learning to the real world outside the classroom. It also views the best-managed classrooms as learning communities with shared values of respect and caring.

In this course, prospective teachers will be encouraged to explore their own beliefs about teaching and learning to arrive at a philosophy of classroom management that places learning as an ultimate goal. Prospective teachers will be given the chance to explore curricular concerns of what to teach and how to teach it and to view lesson planning as the consequence of these decisions. They will also study research and best practices on differentiation of instruction, classroom structures, routines, procedures, and community building.

Course outcomes

After completing this course, Student Teachers will be able to:

- Define classroom management as a means to maximizing student learning
- Identify key features of a well-managed classroom
- Plan lessons, activities, and assignments to maximize student learning
- Differentiate instruction according to student needs, interests, and levels
- Design and practise predictable classroom routines and structures to minimize disruptions
- Plan for a culture of caring and community in the classroom.

Learning and teaching approaches

This course assumes that prospective teachers will develop their own plans for classroom management as a result of what they learn in this 16-week course.

This course relies on peer discussions, independent reflections, and class lectures. It also assumes that Student Teachers will read all the recommended text and ask provocative questions of themselves and during class. Students are expected to listen with tolerance to new points of view and contribute their understanding and experiences during discussions.

Semester outline

1 UNIT 1:	Learning theories and classroom management (4 weeks/12 hours)
Week #	Topics/themes
1	Why a course on classroom management? How does personal philosophy about teaching and learning affect beliefs about classroom management? What happens in a well-managed classroom?
2	Classroom observations and data collection (Students spend 6 hours in a classroom including class and out-of-class hours.)
3	What are the features of classroom management (e.g. physical environment, social environment)? What challenges must teachers negotiate in the management of a classroom? How do classroom discipline and management differ? What kind of classroom environment do I want?
4	What do I need to think about in designing an effective classroom environment? • Identify resources for learning. • Use displays and visuals to enhance the learning environment in the classroom. • Arrange seating for different kinds of learning experiences. • Employ physical facilities to enhance the learning environment. • Build the social environment.

2 UNIT 2:	Curriculum and classroom management (4 weeks/12 hours)
Weeks #	Topics/themes
5-8	How can my curriculum support classroom management? In what ways can teachers create a plan for teaching and learning that is consistent with their philosophy? • Planning, motivating, teaching, and assessing the curriculum • Differentiation of instruction • Multigrade classrooms • Overcrowded classrooms

3 UNIT 3:	Routines, schedules, and time management in diverse classrooms (3 weeks/9 hours)
Week #	Topics/themes
9	What are classroom routines and structures? How do they help in the management of classroom time? How do you create structures and routines in a multigrade context? How can routines and structures help me deal with special needs and situations?
10	How might routines and structures be used to teach specific subject content such as maths, science, or literacy?
11	How might routines and structures be used to promote co-operation and collaborative learning?

4 UNIT 4:	Creating shared values and community (2 weeks/6 hours)
Week #	Topics/themes
12	What is community inside and outside the classroom and school? What is community participation and involvement? What are typical practices of community participation?
13	How can I involve the community in my classroom? What routines and structures need to be put in place for community involvement in schools and classrooms? In what ways might community involvement be different in multigrade classroom?
14	How can I create an ethic of care in my classroom? • Diverse classrooms as caring, democratic communities • Respectful relations between teacher and students and among students
15	How can a caring classroom help me build responsible actions and personal accountability? What happens when behaviour breaks down? How do I deal with unexpected events?

5 UNIT 5:	Course review
Week #	Topics/themes
16	How can I use what I have learnt to create the classroom I want? • Peer critique and review of final projects • Summary and close

Suggested resources

Note: The PDF versions of each of these books can be read online for free from the websites listed below.

L. Canter, 'Assertive Discipline: More than Names on the Board and Marbles in a Jar' (publication date unknown)
➢ http://campus.dyc.edu/~drwaltz/FoundLearnTheory/FLT_readings/Canter.htm, accessed on 28 February 2011.

C. Evertson, I. Poole, the IRIS Center, *Norms and Expectations*
➢ http://iris.peabody.vanderbilt.edu/instructors/guides/case_studies/ICS-003-ICpdf, accessed 20 January 2011.

C. M. Evertson and E. T. Emmer, *Classroom Management for Elementary Teachers* (8th edn., Upper Saddle River, NJ: Pearson, 2009).

M.R. Henley, 'Introduction to Proactive Classroom Management', *Classroom Management: A Proactive Approach* (Upper Saddle River, NJ: Pearson, 2009), Available at:
➢ http://ptgmedia.pearsoncmg.com/images/9780135010631/downloads/Henley_Ch1_IntroductiontoProactiveClassroomManagement.pdf

R. J. Marzano, J. S. Marzano, and D. Pickering, *Classroom Management That Works: Research-Based Strategies for Every Teacher* (Alexandria, VA: Association for Supervision and Curriculum Development, 2003). Available at:
➢ http://www.questia.com/library/119451162/classroom-management-that-works-research-based-strategies

S. Vincent, *The Multigrade Classroom: A Resource Handbook for Small Rural Schools – Book 3: Classroom Management and Discipline* (Portland, OR: Northwest Regional Educational Laboratory). Available at:
➢ http://educationnorthwest.org/webfm_send/1152

Summary of essential knowledge

Just as the goal of managing a business is profit maximization, the goal of managing a classroom is learning maximization. A classroom may appear to be operating effectively and in an organized manner, but if all the students are not engaged in learning, this classroom is not well managed. In contrast, a classroom might appear to be chaotic, with noise and activity that make it difficult for the outside observer to tell what is going on. However, if all the students are actively engaged in learning and can name what they are doing to learn, the classroom is probably well managed.

Classroom management involves decisions about what to teach and how to teach it. This is not simple. Every classroom has diverse learners. In order to reach every learner at their level, the teacher has to differentiate instruction. Classroom management also involves rules, procedures, routines, timetables, and managing the physical and social environments. It also involves setting a protocol for acceptable behaviour and communicating effectively so that students are clear about what is expected of them.

There is a difference between extrinsic and intrinsic rewards. Extrinsic rewards are things given to a student such as a star, praise, tokens, stickers, or sweets. Intrinsic rewards are things that occur inside the individual such as pride, interest, and self-esteem. To give a learner intrinsic rewards is more difficult, but it is also more meaningful and longer lasting.

Punishment and discipline are not the same thing. Discipline involves teaching right from wrong, and it includes methods to prevent or respond to behaviour problems so they do not occur in the future.

Common misconceptions

- The best-managed classroom is one in which the teacher (instead of the student) is in control of learning.
- The quietest classrooms are the best managed.
- The goal of classroom management is peace and discipline.
- Classroom management relies on threats and punishment.
- Classrooms are homogeneous.
- Each class has fixed content that must be taught.
- The same content must be taught to all the students in one class.

Sample assignments

1. Classroom management plan

Choose any subject/discipline and class, and create a classroom management plan. Your plan should highlight the following:

- details of your classroom management philosophy (e.g. your ideas about what a well-managed classroom is, what it should look and feel like)
- the physical layout of your classroom (Explain why you chose this layout and whether you will vary it during the day or week.)
- rules and student responsibilities
- routines/rituals and procedures
- activities to foster a community and an environment for caring
- your methods for dealing with disruptions

2. Multigrade classroom lesson plan

Choose a subject of your liking and prepare a 60-minute lesson plan for a classroom that has children in classes 2–4.

You may use activity corners as well as multiple resources in the room to differentiate group tasks. Also, you can invite a community member/paraprofessional to speak.

Provide descriptive details of your lesson and seating plan. For example, how would you differentiate instruction for the diverse learners in the room?

UNIT 1

LEARNING THEORIES AND CLASSROOM MANAGEMENT

Week 1

Week 1, Session 1

Introduction and welcome; pair-share activity (20 minutes)

Welcome Student Teachers to this course and introduce yourself.

Next, ask each Student Teacher to turn to the person seated next to them and introduce themselves using the following prompts:

- My name is…
- I want to be a teacher because…
- My most memorable moment as a student was…

Instruct students in each pair to listen to each other's answers carefully, because they will introduce their partner to the rest of the class.

After about five minutes, bring the class back together, and direct students to introduce their partner to the rest of the room.

Mini-lecture (10 minutes)

Elaborate on the following content in a mini-lecture:

- Research has found that one of the biggest reasons that many teachers leave their job in the first year is their frustration with classroom management. That is why this course is so important.
- Each Student Teacher has come to this class with their own beliefs about what constitutes teaching and learning and what a well-managed classroom is. These beliefs are largely the result of personal experiences with schools and classrooms throughout your own student life. In this course, you will examine your own beliefs, weigh them against research and best practices, reflect with your peers, and deliberate on a classroom management plan for yourselves.
- This course will prepare you to understand the challenges you are likely to face as a teacher in a classroom, and offer some strategies and examples of best practices to deal with these.
- If you were to travel to different eras in history and to different schools around the world to discover what exemplifies a well-managed classroom, you would likely find a range of scenarios. The definition of classroom management can be very subjective. Teacher-centred classrooms tend to define management in terms of the teacher being in control, pin-drop silence, and students staying quiet unless asked to speak. Even though these classrooms appear to be well-managed and disciplined, we know that real learning can be noisy, that children need to interact with each other and with us to explore new ideas, that learning by doing means that children cannot sit still in one seat for the entire lesson, every day.
- This course will emphasize defining classroom management in the context of positive student learning and productivity.

Group activity (30 minutes)

Tell Student Teachers that before we think about how teachers should teach or manage a classroom, we have to understand how learning actually takes place.

Ask Student Teachers to retrieve paper and a pen. As they do this, write the following question on the board so everyone can see, 'How do humans learn?'

Instruct Student Teachers to write their personal answer to this question and provide examples. At this stage offer no assistance or feedback, but reassure students that there can be no wrong answer. Remind them that scholars have been debating answers to this question since the time of Plato and Socrates. Urge Student Teachers to write based on their own experiences of learning a task or skill, a behaviour, or a way of thinking.

After about five minutes, divide the class into groups of four students each. Ask Student Teachers to read aloud their thoughts on how humans learn to their group.

Direct each group to compile their collective ideas about how humans learn on paper. Inform them that they will need to bring this paper to the next session. Inform group members that they may continue to meet after class to add to and develop this list.

Week 1, session 2

Silent reading (10 minutes)

Ask the class to sit with their group from the previous session.

Distribute 'How Do Humans Learn' to each Student Teacher. Ask each Student Teacher to read this handout individually. Ensure absolute silence so that everyone may read the handout undisturbed.

Group activity (20 minutes)

Once Student Teachers have had a chance to read the handout, direct groups to review their notes on how humans learn from the previous session. Ask groups to consider the following:

- How do behaviourism, cognitivism, and constructivism differ in their approach to learning? Can you provide one example of each?
- Do your ideas about how humans learn fit with any of the theories described? Explain how.
- Do the learning theories described in the handout make you think of other possible ways that humans learn? Provide examples.

Whole-class discussion (20 minutes)

Direct a whole-class discussion in which you solicit Student Teachers' thinking. Allow students to provide examples or ask clarifying questions, but emphasize the following points:

- Children learn in various ways. Behavioural, cognitive, and constructivist approaches to learning all have certain validity in the classroom. Some tasks require rote memorization; others require complex thinking and higher mental processes.
- Consider the implications this has for teaching. Teachers must create a variety of learning opportunities for children. Some things can be taught through positive reinforcement; other lessons must be taught through discourse, through reflection, by structuring the classroom environment, by invoking prior experiences etc.

Assignment

Read H. K. Wong's 'The Well-Managed Classroom' from H. K. Wong and R. T. Wong (eds.), *The First Days of School: How to Be an Effective Teacher* (rev edn., Mountain View, CA: Harry K. Wong Publications, 1998).

➢ Available at: http://go.hrw.com/resources/go_sc/gen/HSTPR034.PDF

Week 1, session 3

Interactive lecture (15 minutes)

Discuss the concept of classroom management.

Begin the lecture by telling Student Teachers that in the corporate world, the concept of management is defined in terms of output or productivity. That is, a manager of a company has to control, lead, monitor, organize, and plan activities associated with running a company – but the goal of all these activities is high profits.

Pose the following question: What goal do teachers have in the classroom? Teachers control, lead, monitor, organize, and plan activities associated with running a classroom, but what is the goal of all these activities?

Once Student Teachers identify learning as the goal of all classroom activities, suggest that any definition of classroom management must centre on student learning. Keeping this goal, of learning in mind, ask Student Teachers to turn to the person seated next to them and construct a definition of classroom management.

Write the following thought prompts on the board and ask Student Teachers to pick any one to begin constructing their definitions:

- Classroom management is a process that…
- Classroom management includes…
- Classroom management is the management of …

Remind Student Teachers to mention the goal of maximum student learning within their definitions.

Whole-class share (5 minutes)

Ask volunteers to read their definitions of classroom management for the class to consider. Meanwhile, you may also share the following definitions for Student Teachers to consider:

'…process of organizing and conducting a classroom in a way that results in maximum student learning ...(preventing) distractions and disturbances' (Callahan *et al.*, 1995, 209)[1]

'…includes time management, student involvement, student engagement, and classroom communication.' (Farris, 1999, 372)[2]

Think, pair, share (30 minutes)

Ask class members to consider what a well-managed classroom look like. Prepare a handout to each Student Teacher with the following seven points on it (or write the seven points on the board):

- Students are clear about the teacher's expectations regarding classroom rules and behaviour.
- The teacher uses a variety of teaching methods
- Students desire to learn and are actively participating. In some cases, students do more talking while teachers listen. (A well-managed classroom can actually seem chaotic at times when genuine learning is taking place.)
- Daily small tasks such as queuing, collecting homework, and taking attendance happen quickly and efficiently. The room is arranged in a way that facilitates easy movement.
- Time is well managed.
- Teachers are clear about what to teach, how to teach it, and how to assess whether actual learning has taken place.
- Teaching reaches every child in the room. Actual classrooms have children who are 'gifted' as well as those who struggle. Teachers who plan only for the 'average' student will end up ignoring many children in the room. The best-managed classrooms are ones where all children are engaged in learning that is appropriate for their level.

Instruct Student Teachers to read each point silently and write a possible example for each. After about 10 minutes, direct Student Teachers to turn to a person seated beside them and share their examples for each point.

After another 10 minutes, draw the whole class's attention and clarify each of the seven points in a brief lecture, eliciting responses and examples from Student Teachers to enrich discussion.

[1] J. Callahan, L. Clark, and R. Kelough, *Teaching in the Middle and Secondary Schools* (Upper Saddle River, NJ: Prentice-Hall, 1995).

[2] P. J. Farris, *Teaching, Bearing the Torch* (New York City, NY: McGraw-Hill College, 1999).

Assignment

Read the following articles:

- 'Classroom Arrangement',
  - ➢ available from http://www.readingrockets.org/article/311/
- '5 Characteristics of a Well-Managed 21st Century Classroom',
  - ➢ available from http://teaching.monster.com/benefits/articles/9724-5-characteristics-of-a-well-managed-21st-century-classroom

Week 2

Week 2, sessions 1 and 2

Designing tools to collect data about classroom management (one or two full sessions)

Explain that this week the focus will be on collecting data about classroom management. Student Teachers will visit classrooms in practicum schools. (Try to arrange for Student Teachers to visit at least two classrooms so that they can compare their data.) They will use the first session this week to design data collection tools and to prepare. (Use two sessions if needed.) They will use the third session to review and report back on the data they collected.

Ask students to work in pairs.

Ask them to decide which aspect(s) of classroom management they will collect data about. Examples include:

- the physical arrangement of classroom space
- the social climate (i.e. how teachers and students address each other, how children interact among themselves)
- the organization of activities and the management of time
- the children's level of engagement and participation.
- behaviour (e.g. Is behaviour positively or negatively reinforced?).

When pairs have decided which aspect of classroom management to investigate, ask them to design their data collection tool. Explain that collecting direct data involves a variety of techniques. Discuss different methods available to students such as observation schedules, interviews, maps, sketches. When Student Teachers collect information, they may need to use multiple sources and methods.

Make sure you have examples of such tools to share with students (there are examples in the Practicum Handbooks and the Teaching Methods course). Students could search the Internet for 'classroom management observation tool' for additional ideas.)

Help Student Teachers make their tools. Encourage them to think about whether their tools will help them collect the data they need, what type of data they will collect, how they will record the data, and how they will analyse it.

Week 2, session 3

Student Teachers should bring the data they have collected to class. Ask them to continue to work in their pairs to analyse the data and to make some initial findings. If time allows, they can very briefly share their initial findings with the rest of the class.

Ask students to continue the data analysis as part of an assignment. They should prepare a brief paper about:

- what they learned about the classrooms they visited
- the process of data collection. (They should address whether the tools were useful, if it was easy to collect data, whether they would change the tool if they were to use it again.)

Week 3

Week 3, session 1

Mini-lecture (5 minutes)

Provide a recap of some of the main points from the previous week's lessons. Explain the following:

- Classroom management neither is easy nor does it come naturally. Classrooms are ever-changing spaces filed with many learners of diverse backgrounds, learning cultures, and capacities.
- Some people may naturally be better managers because of instinct or experience, but even so, anyone who wants to be a teacher will benefit from studying best practices related to classroom management.
- With practice, experience, and reflection, teachers can improve their management of a classroom. According to Erik Erikson, humans are the 'teaching species'.

Remind students of an important point from the previous week's discussion: Student learning is at the heart of all classroom management.

Whole-class discussion (15 minutes)

Ask students to consider what problems teachers might face in the classroom.

Advise class members to take a minute to think about this and to independently (and silently) write a quick list of possible answers.

After a minute, invite students to share their thoughts. Acknowledge everything you hear and encourage all students to speak.

As the discussion continues, have a class member write these problems on a paper and post this on a wall in the classroom. (Ensure that this chart remains on this wall until the end of this course.)

Explain that over the next 14 weeks students will consider content and points of view that will help answer how these listed problems might be tackled. Ask them to keep a small notebook in which they reflect on these issues and note solutions to some of these problems and challenges.

Think, pair, share (20 minutes)

Display or print and distribute the Walter Doyle quotations listed below from his chapter 'Classroom Management Techniques' in *Student Discipline Strategies—Research and Practice.*[3]

Ask students to read the two quotations and answer the questions that follow. After about 10 minutes, ask students to turn to the person seated beside them and share their answers.

After another five minutes, invite the whole class to share their reaction to these quotations.

Quotation one:
Traditionally, 'misbehaviour' has been the dominant theme in discussions of classroom management. This emphasis is understandable since the need for management and discipline is most apparent when students are misbehaving. Yet, order in classrooms is not a consequence of reactions to misbehaviour but a condition established and sustained by the way a teacher organizes and guides classroom activities and academic work. –Doyle, p. 114

Guiding questions for quotation one:

- What has the dominant theme in classroom management been? According to Doyle, does this theme hold true? Why or why not?
- According to Doyle, what creates 'order' in classrooms? Do you agree with Doyle?

Quotation two:
Teachers must balance activity management with rule enforcement. Time taken to deal publicly with rule violations distracts attention away from main activities. And if rule violations are frequent, misbehaviour, rather than academic work can become the operating curriculum in the class. For this reason, experienced teachers need to push ahead with activities and try to make reprimands brief and private. –Doyle, p. 119

Guiding questions for quotation two:

- Why does the author feel that a reprimand over a discipline issue ought to be brief and private?

[3] W. Doyle, 'Classroom Management Techniques', in O. Moles (ed.), *Student Discipline Strategies—Research and Practice* (Albany, NY: State University of New York Press, 1990).

- Do you agree with the author?

Reflection activity (10 minutes + homework)

1) Think back to your own school life. Were you or someone you know ever disciplined or punished in class? What did you do wrong? What was the punishment? How did you feel at the time? Looking back, how do you feel about the episode now?
2) After class, do an Internet search of 'positive discipline in the classroom' and read whatever information you find from at least five different websites. Explain the concept of 'positive discipline' in your own words.
3) In your opinion, why do discipline problems arise in classrooms?

Prepare a short report on these questions and tasks and be prepared to discuss them in the next session.

Week 3, session 2

Assignment share and role play preparation (20 minutes)

Divide students into groups of four. Allow students about 10 minutes to share with their group their response to question 1 from the previous session's reflection assignment on punishment.

Ask each group to pick one group member's memory and practice role-playing it.

Role play and reflection (30 minutes)

Invite groups to role-play the memory of the punishment in front of the whole class. As they watch other groups perform their vignettes, ask students to respond to the following questions:

- Why is the child being punished? What is the offence? What might have caused the child to behave in this way?
- Is this an example of positive or negative discipline?
- Can this method of discipline be improved? How?

After each group presents its vignette, invite the rest of the class to spend about a few minutes discussing their responses.

Assignment

Read C. Dunbar, 'Best Practices in Classroom Management ', University Outreach & Engagement, Michigan State University (published October 2004)

➢ https://www.msu.edu/~dunbarc/dunbar3.pdf, accessed 11 February 2013.

Week 3, session 3

Lecture (20 minutes)

In a lecture, elaborate on the features of classroom management. Provide examples from real-life classrooms in your environment and invite questions to enrich your lecture.

The management of a classroom requires a lot of multi-tasking. These are some of the bigger things that teachers need to keep in mind:

- Curricular concerns: what to teach and how to teach it?
  Teachers are often handed a prescribed textbook and told to cover its contents. This cannot mean rote memorization of the content. Children need to understand and internalize this content and be able to connect it with their world. To enable them to do this, teachers need to create teaching experiences (including lectures, activities, and discussions) that reach all the learners in the classroom.

- Disparate student levels and backgrounds (differentiating instruction)
  Reaching every single learner in a classroom is difficult. This is because learners are so different: they have different backgrounds and capacities. Teachers need to create systems and practices that allow each and every child to learn (as opposed to only *some* children). This will require differentiating instruction according to the need of each learner.

- Managing a large number of learners within a small space
  A classroom – with usually one teacher and dozens of learners confined to one room – is not a natural learning environment (e.g. for learning concepts of science or geography). This means teachers have to *create* a learning environment with the resources that they have. This requires setting up the classroom space so that co-operative learning can occur, students can be grouped and re-grouped, and instruction can be responsive to individual needs. It also requires establishing rules for discipline.

- Routines, schedules, and time management
  Time management is a crucial component of effective classroom management. Limited time each day must be divided for the completion of various curricular and extracurricular tasks. Establishing predictable routines and schedules saves time, as does prior planning of instruction.

- Developing a community and defining values
  Effective teachers develop a sense of community in the classroom. This means that students share a feeling of fellowship with each other resulting from common attitudes, experiences, and values. These values should foster respect for each other and each other's property, opinions, beliefs, and cultures.

- The world around the classroom
  This involves managing the classroom in terms of the larger community in which it is situated. The classroom should involve parents, invite community support, and address the social issues that children encounter in their daily lives.

Thought paper (10 minutes)

Direct students to create a written response to the following questions:

- Based on all that you've learnt in the previous two weeks, how has your understanding of classroom management changed?

- Why do you think it is so crucial to keep student learning at the heart of classroom management?

Poster activity (20 minutes)

Divide the class into groups of four and give a chart paper to each group. Ask groups to create a visual representation of classroom management. They only use illustrations – no words allowed.

Invite groups to display their posters around the room. Have the class engage in a gallery walk. One member of each group should be near the group's poster to answers questions about it.

Week 4

Week 4, session 1

Quick sketch and discussion (15 minutes)

Read aloud the descriptive titles of various seating plans for students. Ask class members to make a rough sketch depicting each of these seating arrangements. As you read each of the following descriptions, give class members no more than 20 seconds to sketch:

- the U-shaped seating plan
- pairs of desks arranged in rows
- single desks arranged in rows
- children seated in a closed circle on the floor
- four or five chairs around a cluster of desks, with several desk clusters in one classroom
- children seated on a floor rug, huddled close to the teacher (i.e. when a teacher shows them an object or reads a story)
- all the desks joined together to make one long table, with students seated around this (like a dining table).

Have class members work in pairs and discuss the kinds of classroom activity each seating arrangement might be suitable for. (For example, a circle or U-shaped seating plan is ideal for whole-class discussions.) Invite students to share their responses with the whole class.

Lecture (20 minutes)

Deliver a brief lecture on organizing a classroom's physical space. Elaborate the following points:

- **Some seating plans are more suited for certain classroom activities than others.** Teachers can vary the seating plan according to the activity, for example, ask four or five students to cluster their desks for a group activity. If there is enough space in the classroom, they may have permanent areas for separate activities. For example, a rug in one corner of the room could become the

seating area for story time or circle time.

- **Whatever the physical layout of the classroom, it ought to enable the teacher to move freely between children and to be able to reach each child**. An important aspect of classroom management is proximity – the teacher must circulate in the classroom space so that in order to observe and assess each child's work and provide individual instruction to each child. Proximity is an important element of classroom management.

- **Where a student sits in relation to other students and within a classroom space can affect learning.** Teachers need to consider whether having certain students seated together is preventing them from interacting or collaborating with other students. Teachers may need to group and regroup students to maximize their interaction with a variety of peers. Additionally, teachers must ensure that that they can see everyone – and that everyone can see the teacher. Seating arrangements for hearing-impaired or visually impaired students should also be considered, as these students may need to sit closer to the board.

- **The physical space of the classroom is itself a learning area.** Teachers can fill this space with visuals and displays, create an environment rich with images and print, add 'centres' with stationery, crayons, paper, scissors, blocks, or other creative and learning tools, and keep varying these learning tools to engage learners.

Brainstorm and discussion (15 minutes)

Lead a whole-class brainstorm on low-cost/no-cost classroom materials that can be used to enhance the physical space of a classroom. Invite students to think about some of the practical ways that they might arrange the physical space in a classroom.

Remind them, that the goal of this arrangement is the same as the goal for classroom management: maximizing student learning.

Homework assignment

Ask students to research the Reggio Emilia approach to education and to briefly explain this approach to the organization of the physical classroom space in their own words.

Week 4, session 2

Homework share (10 minutes)

Start the session by inviting students to share what they learnt about the Reggio Emilia approach to education. The Reggio Emilia philosophy is based upon the following set of principles:

- Children must have some control over the direction of their learning.
- Children must be able to learn through experiences of touching, moving, listening, seeing, and hearing.
- Children have a relationship with other children and with material items in the world that children must be allowed to explore.
- Children must have endless ways and opportunities to express themselves.

The principles provide guidance on classroom management and can help teachers create learning environments.

Interactive lecture (25 minutes)

Use an interactive lecture to explain the following points and ask questions about learning environments:

- Note that the physical environment of a child is an important resource for learning. Ask students to suggest examples.
- A teacher is responsible for creating a specific environment in the classroom. How might the teacher create a classroom environment to facilitate learning? Elaborate and ask class members to give examples.
- What *social* environment can a teacher create? How? Ask students to provide concrete examples of how teachers can help students with the following:
    - conflict resolution
    - learning sharing and collaboration
    - working within a team
    - providing support and assistance to each other
- What *intellectual* environment can a teacher create? How? Ask students to provide concrete examples of the expectations a teacher sets in terms of the following:
    - participation in class discussions,
    - encouraging questions
    - developing inquiries
    - rewarding students for authentic ideas
    - monitoring that content is appropriately challenging for all learners

Behavioural classroom management (20 minutes)

Explain that managing physical space is only one aspect of classroom management. Another is to use manage student behaviour. A proactive teacher does not wait until behaviour get out of control. Instead, a proactive teacher takes preventive action against potential problems rather than waiting for the problem to occur and then reacting to it.

Ask students to work in pairs to brainstorm how the proactive teacher might prevent the following undesirable classroom behaviours:

- students interrupting you while you are talking
- students pushing each other while queuing for assembly
- students not completing assignments on time
- students not attending class
- students using rude language with each other

Remind class members that teachers might use the physical space of the classroom to prevent these behaviours.

After 10 minutes, ask each pair to work with another pair to form groups of four. Ask each group to exchange proactive ideas.

Week 4, session 3

Role-play activity (55 minutes)

Access five or six case studies from the Teacher Matters website:

- http://www.teachermatters.com/index.php?option=com_content&view=category&id=11&Itemid=12

Another way to access this site is by typing 'classroom management and discipline case studies' into an Internet search engine or by accessing this page from the site's home page,

- www.teachermatters.com.

Divide the class into five or six groups. Assign one case study to each group. Ask group members to role-play the classroom management problem as well as the solution detailed in the case study.

Allow 15 minutes for groups to prepare their role plays. Then, spend the remainder of the class time in presenting these skits.

Homework assignment

Ask students to write a one-page reflection that explains what they have learnt about classroom management from the skits they saw in class.

UNIT 2

CURRICULUM AND CLASSROOM MANAGEMENT

Good teachers, effective teachers, matter much more than particular curriculum materials, pedagogical approaches, or "proven programs". –Richard Allington[4]

Unit introduction

Teachers tend to think of curriculum as something entirely separate from classroom management. In fact, many of the managerial issues that surface in classrooms, such as lack of attentiveness and engagement, incompletion of assignments, and disruption, occur because of curricular weaknesses. If the taught content is too easy or too difficult, if it is contextually irrelevant to students' lives and their world, or if it is taught in a way that fails to motivate or rouse interest, students will remain disengaged. And disengaged students are more apt to act in ways that pose managerial problems.

Teachers also tend to think of curriculum as something prescribed by an external authority such as principals, textbook authors, educational authorities, and government. While it is true that much of educational policy is determined outside the classroom, it is also true that teachers exercise tremendous actual control over what is taught and how it is taught in the classroom. In fact, research is very clear on the role of teachers, placing it over the role of policy and even curriculum. This is because the bulk of what is taught and – perhaps even more importantly – *how* it is taught depend on the skills, planning, experience, and preparedness of the individual teacher.

One important but often neglected consideration in curriculum planning is curriculum for multigrade teaching. Curriculum developers and textbooks writers plan instruction material that is grade specific. The reality is otherwise. There are small schools in remote areas where multigrade teaching is usually conducted by teachers, or even by a teacher, with the responsibility of teaching across grades according to a specific timetable. These teachers require the knowledge and skills to reorganize the prescribed curriculum to teach in such settings.

While it is true that teachers will always remain bound, to varying degrees, to external curricular policies and dictates, it is also true that within the classroom, teachers need to be able to negotiate prescribed curricula and teach content that is meaningful in ways that are effective.

Essential questions

- How does the curriculum connect with classroom management?
- What classroom management skills do I need to implement the curriculum successfully?
- How do I offer differentiated learning?
- How can I plan lessons in a way that motivates and engages learners?
- What organizational skills do I need to manage a multigrade classroom?

[4] R. Allington, 'The Six Ts of Effective Elementary Literacy Instruction' (2002) http://www.readingrockets.org/article/96/, accessed on 11 February 2013.

Suggested readings

I. Birch and M. Lally, *Multigrade Teaching in Primary Schools* (Bangkok: UNESCO Principal Regional Office for Asia and the Pacific, 1995).

Changing Teacher Practices: Using Curriculum Differentiation to Respond to Students' Diversity (Paris: UNESCO, 2004).

➢ Available at http://unesdoc.unesco.org/images/0013/001365/136583e.pdf

Practical Tips for Teaching Large Classes: A Teacher's Guide (Bangkok: UNESCO, 2006).

➢ Available at http://unesco.org.pk/education/icfe/resources/res15.pdf

'Differentiated Instruction', Reading Rockets

➢ http://www.readingrockets.org/atoz/differentiated_instruction/, accessed on 28 February 2013

The Multi-grade Classroom: A Resource for Small Rural Schools – Book 4: *Instructional Organization, Curriculum and Evaluation*, (Portland, OR: Northwest Regional Educational Laboratory, 1999)

Suggested activities and ideas for sessions on multigrade teaching

Teachers should be able to see how multigrade teaching requires a thorough curriculum reorganization to make learning effective and meaningful for all classes. One basic condition must be established first: multigrade teaching is not deficit teaching. Multigrade teaching should be treated as a natural learning environment. Remember that students live with children of different age groups (i.e. family), play sports with children of other groups, and engage in other experiences with children of different ages. Why should they be made to learn in an age-specific classroom?

Class members can hold a small debate on the following questions:

- Why do we have class-specific textbooks?
- Why do we give a class-specific curriculum when we claim that 'we teach a child, not the curriculum'?

These debates will problematize a given reality, and the Instructor can play a significant role in changing prospective teachers' negative concepts of multigrade classrooms from a deficit model of teaching to teaching based on pedagogical principles. There are five pedagogical principles that support multigrade teaching, which are given below.

1. Use the curriculum to plan.
   National curricula are typically produced for classrooms with a single class level. Each set of class-specific material is typically placed in a separate booklet, which may include content to be taught as well as guidelines on how to teach it. Such curricula are difficult for multigrade teachers to use because they tend to require plans to be written separately for each level. This is not only time-consuming, but it may also result in ineffective instruction. Teachers need to know how to plan objectives for multiple class levels and how to amend the curriculum to make it more suitable for their setting. Similar observations may also apply to the school timetable.

2. Students tend to develop independent work habits and self-study skills.

3. Co-operation between different age groups is more common and results in collective ethics, concern, and responsibility.

4. Students develop positive attitudes about helping each other.

5. Remediation and enrichment activities can be more discreetly arranged than in classes with a single class level.

UNIT 3

ROUTINES, SCHEDULES, AND TIME MANAGEMENT IN DIVERSE CLASSROOMS

There is nothing as terrifying to the immature human being as a completely unstructured situation. Without a recognizable structure, they feel the teacher has abandoned them—and so he has—to their own impulses, all of which are my no means always constructive. –B. Morris

The most creative environments are not the ever-changing ones. The artist's studio, the researcher's laboratory, the scholar's library are each kept deliberately simple so as to support the complexities of the work in progress. They are deliberately kept predictable so the unpredictable can happen. –Lucy Calkins

Unit introduction

Administration of small tasks can actually be a big part of classroom management. Teachers need to have practical systems for gaining everyone's attention, taking attendance, collecting assignments, gathering students at a specific location, grouping and regrouping students, passing around supplies or handouts, dispersing or exiting class, test taking…the list of tiny administrative actions is endless. These everyday classroom actions, if not administered efficiently, can become time-consuming, even downright chaotic.

Similarly, teachers need to have predictable systems for instruction. There needs to be an established protocol for listening silently while the teacher is explaining, raising a hand to ask a question, waiting one's turn to be heard, participating in a whole-group discussion, transitioning from one subject or task to another, working in partnerships, working silently and independently, and working in small groups.

Structure allows teachers to manage student learning and productivity within limited time. However, for structures to be effective, they have to be predictable to students. In this unit, you will encourage Student Teachers to plan ideas for routines, structures, and time management and to gather tips and advice from veteran teachers (in print and in their surroundings) on the structures and routines that have proved most effective.

Essential questions

- How can I reduce the number of things I need to think about and organize while I teach?
- What are the benefits of routines for teachers and students?
- Which classroom routines should I use and when should I use them?
- What kind of routines should I put in place in the classroom? How do I put them in place?

Ideas for teaching

Class discussion

Discuss the difference between routines, procedures, and rules. Share examples. A rule may be 'Show respect to others'. A procedure could be taking turns while talking. Teachers usually take responsibility for creating routines because they are responsible for organizing the work in the classroom. Teachers may also seek ideas for routines from children, and they may involve children in managing routines – for example, older children will take responsibility for helping younger children or groups of children might take turns to tidy the classroom at the end of the day.

Ask students to describe routines they have seen in class or can recall from their own experience at school. Examples might include:

- class-management routines (e.g. checking attendance, routines for student movement, cleaning the blackboards, record keeping)
- lesson-management routines (e.g. collecting homework, distributing materials, working in learning centres)
- interaction procedures (e.g. raising hands to answer a question, taking turns, asking to leave the classroom).

Explain that routines need to be taught, demonstrated, practised frequently with feedback, and re-taught, especially with younger children and during the first two weeks of a school year, until they become set habits.

Ask class members to work in small groups and discuss the benefits of routines for teachers and for children. Allow around five minutes for discussion and then have them report back to the whole class. Ideas might include:

- Routines help the teacher because if children can do something without instructions from the teacher, the teacher has one less to do.
- Children like routines. They are familiar and they can create a sense of responsibility.

Observation and interviews

Arrange for Student Teachers to visit a classroom to observe routines. Note that in very teacher-centred classrooms there will be fewer routines, so choose the classrooms carefully. Student Teachers could also interview teachers and children about routines in their classroom or at school.

Resources

Teach for America, 'Maximizing the Efficiency and Structure of Your Classroom', in *Classroom Management and Culture* (published in 2011)

➢ http://teachingasleadership.org/sites/default/files/Related-Readings/CMC_Ch3_2011.pdf, accessed on 11 February 2013.

➢

UNIT

CREATING SHARED VALUES AND COMMUNITY

To have as our educational goal, the production of caring, competent, loving and lovable people is not anti-intellectual. Rather, it demonstrates respect for the full range of human talents. –Nel Noddings

Unit introduction

You may have a wonderful curriculum and well-ordered routines and structures, but if you do not know the names and backgrounds of your students or if your students are not building and sharing their learning with each other, an extremely valuable resource is being wasted in your classroom. Students can learn from each other as much as they can learn from you – perhaps more. Creating a community of learners means building a feeling of mutual trust, respect, collaboration, and support between the group of learners that make up your class. It means teaching children how to take care of themselves, their fellow students, their environment, and their work.

Effective teachers develop a sense of community in the classroom. This means that students share a feeling of fellowship with each other that results from common attitudes, experiences, and values. These values should foster respect for each other and each other's property, opinions, beliefs, and cultures.

The teacher's role in setting and monitoring these values is invaluable. First and foremost, a teacher models the values and behaviours that are expected from students. Second, the teacher uses the curriculum to teach values and behaviours (some subject areas allow for such lessons more than others). Third, the teacher devotes specific time and focus to the teaching of these behaviours and invites students to participate actively in upholding them.

Essential questions

- What role do values and a sense of community play in classroom management?
- What is 'ethic of care' in education as defined by Nel Noddings? In my personal history as a learner, how have I experienced this ethic?
- What are some practical tips for instilling a sense of community in a diverse group of learners?
- What are some values I would want my future students to uphold and how would I promote or teach these?

Ideas for teaching

Student Teacher interactions

Prepare Student Teachers to observe a teacher in class, and ask them to address the following questions:

- How many times does the teacher address individual students in class?
- How many times does the teacher address individual students by their names?
- How does the teacher start the class (e.g. with a greeting, asking students how they are, beginning immediately with content)?

- What does the teacher's body language convey to you? (Notice eye contact, hand gestures, posture etc.)
- How would you describe the teacher's tone of voice?

After the visit, ask Student Teachers to share reflections in small groups and write a reflective piece to record their thoughts.

Reinforcing good behaviour

Lead a discussion on how a classroom teacher can offer rewards to reinforce good behaviour among children. Emphasize how offering rewards for positive behaviour will create classroom discipline and strengthen the bond between teacher and students. The opportunity to earn collective rewards will make students use peer pressure to get each other to behave better.

Explain that rewards are not objects. Instead, they could be an extra 10 minutes at break time, a role as a class leader, time to do something in class that children like, or praise in front of other children and teachers.

Ask Student Teachers to give examples of the types of collective behaviour that might earn rewards. Examples might include:

- returning to class promptly after break time
- leaving shoes outside the class in a tidy manner
- switching off lights and fans before leaving class
- cleaning up.

The ethics of caring

As a pair-share activity, have Student Teachers work in pairs as they recollect childhood memories of their positive and painful experience in school. They should discuss how these experiences affected their overall experience at school.

Use one of the course readings about the ethics of caring as a basis for a lecture.

Suggested readings

R. S. Charney, *Teaching Children to Care—Classroom Management for Ethical and Academic Growth, K–8* (Greenfield, MA: Northeast Foundation for Children, 2002).

N. Noddings, 'Caring in Education', in *The Encyclopaedia of Informal Education* (published in 2005)
➢ www.infed.org/biblio/noddings_caring_in_education.htm,accessed on 11 February 2013.

N. Noddings, 'Teaching Themes of Care', *Character*, 14 (2007), 1–5. Available at
➢ http://www.bu.edu/ccsr/files/2011/04/Spring-2007.pdf

'Module 1: Creating a Community of Learners', *Getting Results – A Professional Development Course for Community College Educators* (published in 2006)
➢ http://www.league.org/gettingresults/web/p/module1.pdf, accessed on 28 February 2013.

UNIT 5

COURSE REVIEW

Unit 5: Course review

Use the final week in the course to help Student Teachers to review and critique their projects and assignments, and the content of the course.

Faculty Resources

Student Handout: Week 1, session 2

How do humans learn?

Since the time of Aristotle and Plato, philosophers have tried to answer this question. In the process, they've created various theories of learning. Today, it isn't just philosophers who are interested in how humans learn; psychologists, computer engineers, medical doctors, and educators are all interested in theories of learning.

But to answer this question – how do humans learn? – is not easy. This is because human learning itself is varied and complex. There is no one theory that is accepted for all kinds or instances of learning. Instead, thinkers through the centuries have forwarded many different theories about human learning. Each theory has its merits and limitations.

Learning theories can be divided into the following broad, simplified categories:

Behaviourism: Behaviourists believe that behaviours are learnt as a response to stimuli in the environment. (Behaviourism is also called the stimulus-response theory). Behaviourists believe that humans (as well as animals) will repeat acts that lead to favourable outcomes and stop acts that lead to unfavourable outcomes. A behaviour that is rewarded is repeated and eventually becomes a learnt habit. Similarly, a behaviour that is punished is unlearnt. Behaviourists measure human learning by studying behaviours that are measurable and observable – unlike thinking, which is internal, invisible, and therefore, difficult to observe or measure.

Cognitivism: Cognitivists challenge behaviourist theory. They assert that human learning cannot always be measured through behaviours – learning is invisible; it occurs in the mind and does not always translate into observable action. They emphasize the role of memory and prior knowledge in the comprehension or construction of new knowledge (e.g. using analogy or example to teach new concepts). Cognitivists are interested in mental structures – in how humans store, integrate, and retrieve information. One attempt to explain this is the 'schema theory', where a schema is an organized pattern of thought.

Constructivism: This theory suggests that humans build their own unique knowledge and understanding of the world. When a child experiences and interacts with an environment, then this allows the child to build an understanding about the elements of this environment.

References

L. Hammond, K. Austin, S. Orcutt, and J. Rosso, *How People Learn: Introduction to Learning Theories* (published in 2001)

- http://www.stanford.edu/class/ed269/hplintrochapter.pdf , accessed 11 February 2013.

Learning theories through the ages

Philosopher and era	Theory
Socrates (469–399 BC)	Developed the dialectic method of discovering truth through reasoning and through conversations with fellow citizens (learning via discourse)
Plato (427–347 BC)	Believed that truth and knowledge are to be found within us and can be discovered by self-reflection (reflection as a tool for developing thinking)
Aristotle (384–322 BC)	Believed that truth and knowledge are to be found outside of us and can be discovered and explored through the senses (learning via inquiry)
Romans (9th century BC–5th century AD)	Emphasized education as training for jobs and employment, rather than as training of the mind for the discovery of truth (They needed a citizenry that could contribute to society in a practical way, for building roads and aqueducts.) (learning by guided doing – vocational education and apprenticeship)
Roman Catholic Church (500–1500 AD)	Transmitted knowledge from the priest to the people; emphasized rote memorization and recitation of scripture and learning trades through apprenticeships
Renaissance Humanists (15th–17th centuries)	Returned to the Greek concept of education as an exploration of the arts and humanities (Renaissance philosophers fought for freedom of thought, and thus humanism, a study of human values that are not religion-based, was born.)
Descartes (1596–1650)	Believed that ideas can exist prior to experience and that the mind is separate from the body
Locke (1632–1704)	Believed that a child's mind is like a blank slate that is shaped by experiences; believed that we use our senses to gain experience and hence create knowledge
Rousseau (1712–1778)	Suggested that education should be shaped to the child; celebrated the concept of childhood and felt that children should be allowed to develop naturally
Kant (1724–1804)	Referred to knowledge that was present before experience, or 'a priori' knowledge (Awareness of knowledge may begin with experience but knowledge existed prior to experience.)
Thorndike (1874–1949)	Favoured active learning and believed that environment can be structured to ensure certain stimuli that would produce learning; believed that learning was based on an association between sense impressions and an impulse to action
Skinner (1904–1990)	Considered learning to be the production of desired behaviours and denied any influence of mental processes

Philosopher and era	Theory
Piaget (1896–1980)	• The first to state that students create knowledge rather than receive knowledge from the teacher • Recognized that students construct knowledge based on their experiences and that how they do so is related to their biological, physical, and mental stage of development • Mapped stages of development in children
Vygotsky (1896–1934)	• Extended Piaget's developmental theory of cognitive abilities of the individual to include the notion of social-cultural cognition – that is, the idea that all learning occurs in a cultural context and involves social interactions • Emphasized the role that culture and language play in developing students' thinking and the ways in which teachers and peers assist learners in developing new ideas and skills • Proposed the concept of the zone of proximal development (ZPD), which suggested that students learn subjects best just beyond their range of existing experience; the teacher or a peer assist students in bridging the distance between what they know or can do independently and what they can know or do with assistance (Schunk, 1996) • Led to an emphasis on the deliberate use of discourse and co-operative learning in the classroom and theories of assistance, or scaffolding, that help students learn in systematic ways
Dewey (1859–1952)	Established the first laboratory school; was one of the first to suggest that learning was a situated activity
Montessori (1870–1952)	• Introduced a liberated concept of early childhood education that provided more opportunity for free expression, moving children away from their desks, providing them with activities, and respecting children as individuals • Believed (like Dewey) that students learn through carefully chosen activities • Believed that the task of the teacher involves preparing a series of cultural activities spread over a specially prepared environment and then refraining from obtrusive interference
Bruner (1915–Present)	• Developed the idea that if complex material is broken down into its essential ideas, any student can learn any subject matter – 'Any subject can be taught effectively in some intellectually honest form to any child at any stage of development' (Bruner, 1977). • Developed the concept of spiral curriculum in which students return to the same subject matter as they grow older, but each time, or at each spiral, the material is more complex

Organizing the curriculum in the multigrade classroom

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Introduction

The organization of teaching curricula for multigrade teaching is a crucial parameter for providing adequate qualitative education. Usually, teachers are supposed to implement the graded curriculum designed for single-grade education. There is no provision for the case of multigrade classrooms, and professional support does not exist. In addition, when teachers apply multigrade teaching strategies, such as different forms of grouping or self-directed learning, they must modify graded curriculum practice in order to meet their students' needs. This document aims to provide general guidelines on how to modify curricula and how to organize teaching in multigrade classes in order to become a more effective multigrade teacher.

Theoretical background

Multigrade classrooms represent flexible classroom formations. This flexibility is the key to effective classroom and curriculum organization. There is no golden rule on how to transform graded curriculum into something that is applicable in the multigrade classroom. This process of curriculum transformation and adaptation to the structure of the multigrade class depends on several factors. Grouping methods, the nature of students groups, and school conditions and resources influence, to a significant degree, the manner in which curricula are transformed. You should feel free to be flexible when reorganizing the curriculum to encompass your class's teaching and learning conditions. Moreover, ask for other teachers' opinions and advice or consult with parents and, in cases of special needs students, specialists.

In many countries, teachers are not guided on adapting curriculum and ultimately apply a single class curriculum in a multigrade class. This causes a series of problems because a single class curriculum:

- is not designed for multigrade settings
- places a heavier work load on multigrade teachers
- impedes the capacity of multigrade teachers, especially if facilities are lacking and management problems exist at the local level
- does not take into account the time constraints that govern multigrade teaching.

The reorganization of curriculum should be focused on overcoming these problems. The first step is to try to identify the minimum learning competencies that that children in each class must achieve. Below is the sequence of steps for reorganizing curriculum:

Steps to be followed

- Look for topic objectives in the curriculum for the given subject and classes.
- Select a theme to organize these objectives.
- Decide on activity for whole class to start.
- Break into class-specific groups to meet class-specific objectives.

Suggested activities for Student Teachers

In small groups, read the material and respond to the following questions:

- What basic argument does this article present on curriculum design?
- In your opinion how can a teacher reorganize a single class curriculum for a multigrade classroom?
- Has anyone in your group experienced multigrade teaching? If so, share the challenges and strengths.

Putting theory into practice (reorganizing the curriculum)

- Select one subject covered in a primary classroom.
- From the textbooks for classes 1–5 look for topics that are common in these classes (e.g. science, social studies, and maths).
- Write down at least two or three objectives for the common topic selected for each class level.
- Develop class-specific activities to help students achieve class-specific objectives,
- Support students while they are working in their specific areas.
- Share your plan with another group and receive feedback.

Peer tutoring

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Peer tutoring is co-operation between two or more students. In peer tutoring, one individual imparts knowledge to the other(s). This can occur between students of the same age or class level (same-age tutoring) or between students of different ages or class levels (cross-age tutoring). For example, when one student helps another student to learn maths, we can say peer tutoring has taken place. This may be a class 6 student helping a class 1 student or two class 1 students tutoring each other.

In the traditional single-level classroom, peer tutoring may occur on an incidental basis, as when one student seeks help with a maths problem from a neighbour. In the multigrade classroom, this incidental tutoring is an encouraged and necessary instructional activity. Research evidence specifically focusing on incidental tutoring in multigrade classrooms is non-existent. However, research on structured tutoring programmes is abundant and overwhelmingly positive.

In structured peer tutoring, teachers set up mixed ability groups of students and assign peer-tutoring roles to specific students in these groups. Instructions can help in designing structured peer tutoring. Try following these when planning a multi-grade lesson:

1. Select the lesson that you consider easy to implement peer tutoring
2. Make the necessary rearrangements in your schedule so that you can proceed with the activity in the selected subject.
3. Set up mixed age groups of students for the subject you want to teach.
   It is preferable for you to select the groups before the lesson in order to save time and focus on the implementation of peer tutoring.
4. Select the peer tutors for each group and design activities.

Also, try to follow the tips given below.

Good planning

Successfully introducing peer tutoring in class requires detailed planning, careful monitoring, and continuous support for the young tutors. Research indicates that good and detailed planning benefits students while enhancing tutors' self-esteem and creating a good creative climate in the class.

Careful selection of tutors

One of the most sensitive parameters for successful peer tutoring is selecting the best tutors among the group. Age and academic performance are two of the criteria used for selecting students. Engage older and good students as tutors and capitalize on their cognitive and intellectual maturity. Other important parameters for tutor selection are sociability and personality.

Detailed design of tutoring activities

Design activities that will allow peer tutors to actually support their tutees. Based on your personal judgement, choose different tutors for different subjects or activities. Select tutors that you think could manage the tutoring group activity best. Give them detailed instructions on how to perform the activities and how to handle their tutees. Prepare material if necessary that will help the children to manage with the activity. Try to utilise the resources that your multigrade class has to design multidimensional activities that will benefit both young tutors and their tutees.

Ongoing supervision and support for tutors

It is very crucial not to leave the young peer tutors completely on their own to deal with their teammates. You should share your teaching time among the groups according to the lesson needs and try to guide the tutors on their work. Give them advice on how to manage tutees and try to prevent any misbehaviour by supervising the young tutors.

Utilize school resources

Try to involve students in open activities utilising school resources such as books, laboratory equipment, and spaces like playgrounds. Design activities that require different levels of involvement from the students. Also, such activities will allow the student tutors to learn by engaging themselves in the activities' more complex tasks.

Keep record of the students' activities

Try to record the activities of each student group and the overall progress of the teams. In addition, try to record any distinctive characteristics of effective or ineffective tutoring behaviour. This will help you better understand the ways that children co-operate and will provide insight on how to support better peer tutoring in you class.

Preparing and debriefing peer tutors

Initiate a discussion with young tutors before and after the lesson. Before the activities you should encourage them in their leadership roles and stress the importance of their work for their teammates. Give them advice on the appropriate way to handle their tutees and try to offer examples on how to instruct others. After the lesson, discuss the experience with your tutors and try to record any positive or negative aspects of the procedure. Encourage your tutors by thanking them for their work and try inspiring them to continue tutoring in future.

Preparing and debriefing tutees

You should talk with young tutees before and after the lesson as well, to calm any possible fears they might have about working with other children. Explain to them that they will get assistance from friends and ask their opinion on the lesson afterwards. Record their input and take it into account when planning future activities.

Engage parents of tutors and tutees

In order to make peer tutoring successful, parents must be informed about peer tutoring plans. There may be activities outside traditional school hours in which peer tutoring would require parental consent.

The activity centres approach

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Theoretical background

The multigrade classroom has to be well organized and structured in a way to facilitate different types of teaching and learning. Managing a multigrade classroom, which is usually non-homogeneous with respect to age, ability, and other parameters, is complicated. One way to overcome several problems is to organize the classroom using an activity centres approach.

> *An activity center can be defined as any discernible pattern of student or teacher behavior that can be clearly described and labeled. One common example is seatwork, where students work independently at a desk. Another example is pairwork, where two students work together. Three or more students working together is generally characterized as groupwork. A classroom may also have areas designated for art, audio-visual equipment, computers, and other instructional resources. Each example reflects a type of activity where expectations for behavior may be clearly defined. An activity center is best described as an area of the classroom that the teacher has designated for a specific purpose.* –Northwest Regional Educational Laboratory[5]

The above definition of the activity-centres approach, as presented in the Northwest Regional Educational Laboratory book, focuses on 'designated patterns with specific expectations of students' behaviour'. This definition of the activity centres approach is differentiated slightly and includes similar concepts as 'learning centres' or 'subject area resource centres'.

A **learning centre** is a self-instruction learning activity that has been placed in a clearly defined area of the classroom. It can be used in any subject and generally includes objectives, instructions, and evaluation. A **subject area resource centre** is an area where student resources related to a specific subject are located. For example, specific resources related to science may all be located in a well-marked area of the classroom that forms a specific centre.

It is essential for multigrade teachers to understand what kind of organization reform needs to be done in the classroom in order to have a more effective classroom setting. To get a better idea about the necessary reform, teachers should answer the following questions:

- What types of activities normally occur in my classroom?
- What types of activities would I like to occur?
- How can I facilitate group activities?
- Are there students who can tutor?
- Do I meet separately with individual students or small groups?

[5] *The Multigrade Classroom: A Resource Handbook for Small Rural Schools – Book 2: Classroom Organization* (Portland, OR: Northwest Regional Educational Laboratory). Available at: http://educationnorthwest.org/webfm_send/1151/

In general, one can easily specify some types of activities found in most multigrade classrooms such as:

- quiet or individual work
- whole-class teaching
- pair work
- group work.

Although such conditions are seen in single level classes as well, in a multigrade setting they demand a lot of planning on the part of the teacher as these activities will differ for each class level in the classroom.

Who is a multigrade teacher and how do research and literature help define the roles and functions of a multigrade teacher?

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It is obvious that a combined class of students differs from a conventional class with a single grade. Students in a multigrade class must be taught differently, and the function of the teacher in the multigrade classroom is multidimensional and more complicated and demanding. As teachers do not receive proper guidance on how to teach in a multigrade context, they may deem such classes a result of poor administrative and develop a negative attitude towards multigrade teaching. To change such views, it is important to help teachers re-evaluate their position on multigrade teaching so that they see it as a potential to teach students differently.

Educational authorities and teacher training institutions should make efforts to reverse this negative view of multigrade teaching (in rural schools) and provide teachers with the resources and support to overcome any difficulties.

The categorization of the different roles presented here is based on similar former research activities, training attempts, and documentation found in the literature and are more or less well accepted by the wider educational community. These common functions which multigrade teachers must carry out in their schools are as follows:

As a facilitator

Teaching is currently synonym with facilitation. A multigrade teacher understands differences between pupils having different age, abilities and grade specific knowledge. The multigrade teacher's role is to be able to motivate students to learn and to guide them through their learning materials as a facilitator on a group level and on a one-to-one basis.

As a planner

Planning is a critical function for the multigrade teacher. Planning in the multigrade school classroom is much more important that in a class with one level. Teaching must be productive for all student groups in the class, and therefore, the teacher much be mindful of how time is spent to ensure that all subjects at all levels are covered.

A teacher has to plan for each class level, not for just one subject. Moreover, for each level, the teacher must determine the answers to the following questions:

- Whom do I teach?
- What must I teach?
- How do I teach?
- When do I teach?
- Why do I teach this?

Once you have determined the answers to these questions, devise an implementation plan in order to achieve the objectives of the lesson for each class.

As a materials designer

Although the textbook curriculum is usually prepared by national educational authorities, multigrade teachers still need to develop their own additional materials. These additional materials meet the actual and concrete needs of multigrade teaching. Examples of such curriculum materials include the following:

- designing and making small boards, flash cards, and other learning tools to save time in the classroom and to maximize the time pupils spend on learning tasks
- using local materials to develop instructional materials and to encourage students to make their own
- designing workbooks suitable for student use within the local context and conditions
- including activities and knowledge that are relevant to the local culture within these materials and workbooks.

As a contact with the community

Multigrade teachers are the critical link between the school and its community. Where multigrade schools exist, co-operation with and assistance from the local community are often essential to improve the quality of educational services provided by the school. This may include community involvement in activities as diverse as building and maintaining classrooms, preparing curriculum teaching aids, and acting as paraprofessional teachers.

Higher Education Commission