



School of Education

EDST5133 Creating Engaging Learning  
Environments

Term 1 2021

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**1. LOCATION**

Faculty of Arts, Design & Architecture  
School of Education  
EDST 5133 Creating Engaging Learning Environments (6 units of credit)  
Term 1 2021

**2. STAFF CONTACT DETAILS**

Course Coordinator: Prof Terry Cumming  
Office Location:

## STUDENT LEARNING OUTCOMES

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Outcome

Assessment/s

- 1      By completing this course, it is intended that students will be able to:  
Demonstrate an ability to engage students effectively in the





6	<p>Trauma informed practice. The neurosequential model. Case study of a local school.</p> <p>Reading: Perry (2006) chapter on the LMS</p>	<p>Social and pedagogical implications of ICT on personalised and group learning. Ethical use of and access to reputable material, and curation. Staying safe online, cyberbullying, plagiarism, privacy.</p>
7	<p>Supporting students with autism, intellectual disability and emotional and behavioural disabilities in the inclusive K-12 classroom settings.</p> <p>Video: F.A.T. City Workshop</p> <p>Reading: See readings on LMS system</p>	<p>Accommodations for diverse populations</p>
8	<p>Responding to students in regard to the escalation cycle. Tier 3 behavioural interventions. Iris Peabody Online</p> <p><a href="https://iris.peabody.vanderbilt.edu/module/bi1/">https://iris.peabody.vanderbilt.edu/module/bi1/</a></p>	

## **7. RESOURCES**

### **Required Readings**

De Nobile, J., Lyons, G., & Arthur-Kelly, M. (2020). Positive learning environments: Creating and maintaining productive classrooms. Melbourne: Cengage Learning.

### **Further Readings**

Readings posted on the







UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST5133 CREATING ENGAGING LEARNING ENVIRONMENTS

Student Name:

Student No.:

Assessment Task 2: **Classroom management plan**

<b>SPECIFIC CRITERIA</b>	(-)				
	(+)				
<p><b>Understanding of the question or issue and the key concepts involved</b></p> <p>understanding of the task and its relationship to relevant areas of theory, research and practice            clarity and accuracy in use of key terms and concepts in Classroom Management</p>					
<p><b>Depth of analysis and/or critique in response to the task</b></p> <p>depth of understanding of key behaviour and management principles, concepts and theories explicitly raised during the course and in your follow up readings.            depth of analysis of personal management philosophy            depth of analysis of theories/systems that underpin this philosophy            clarity and depth of actual classroom management plan</p>					

## PROFORMA FOR THE CLASSROOM MANAGEMENT PLAN

### **PART 1: Philosophy**

My beliefs and assumptions on:

the nature of children

how children learn

causes of behaviour

outcome and intention of discipline interventions

degree of control or coercion that is desirable

potential for students to be self-managing

role of the teacher

place of instruction.

### **PART 2: Theory**

In relation to your philosophy:

what broad grouping of theories best suits you (laissez-faire, interventionist, leadership and soon)

key elements of existing CM theories support your philosophy.

### **PART 3: Practice**

#### **BEHAVIOURAL EXPECTATIONS**

Are they observable, measurable, positively stated with no question about meaning?

Do they coincide with school-wide expectations?

Procedures for teaching the expectations: how and when will they be taught?

#### **CLASSROOM ARRANGEMENT**

How the classroom can be arranged to most effectively promote learning and positive behaviour.

Describe the climate of your classroom

## **STUDENT ROUTINES/PROCEDURES**

- Entering class
- Requesting assistance
- Passing out/in papers
- Marking papers
- Working with peers
- Transitions
- Class dismissal

## **TEACHER ROUTINES/PROCEDURES**

- Greeting students
- Beginning instruction
- Signaling for attention
- Giving directions
- Providing feedback
- Marking

## **MANAGEMENT OF DIGITAL LEARNING AND EQUIPMENT**

- How will technology be incorporated into your teaching?
- How will technology be incorporated into student learning BYOD?
- How will devices be managed?
  - o Include how you will manage student use of personal devices such as mobile phones

## **INSTRUCTIONAL PLANNING**

- What lesson plan format will you use?
- What instructional techniques will you employ?
- Describe parent communication that you plan to use
- How will you work with students with diverse abilities?
- How will you work with students from diverse backgrounds (Indigenous, ELL, etc.)?

## **PROCEDURES FOR ENCOURAGING POSITIVE BEHAVIOUR**

- Whole group
- Individually

## **PROCEDURES FOR DISCOURAGING PROBLEM BEHAVIOUR**

- Consequences for not following rules/expectations

## **EMERGENCY PROCEDURES FOR SEVERE BEHAVIOUR**