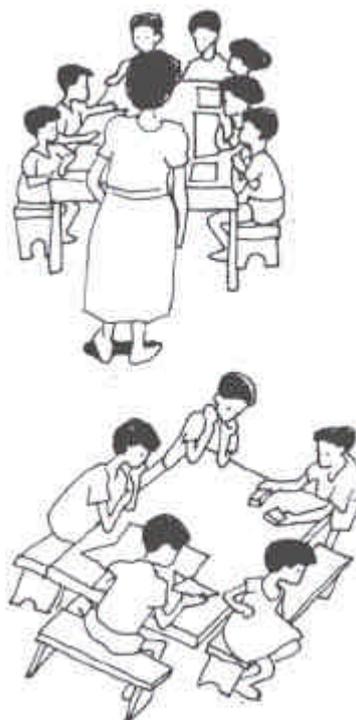


# Professional Development Strand

## Unit 3: Classroom Management and Administration

### Unit Guide



### Lecturer Support Material

## Acknowledgements

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## Unit outline

Unit	#	Modules
<b>Unit 3 Classroom Management and Administration</b>	3.1	Classroom Management
	3.2	Assessment and Evaluation
	3.3	Classroom Administration

## Icons



Read or research



Write or summarise



Activity or discussion



Suggested comments for lecturers.

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## Unit 3: Classroom Management and Administration

The Professional Development strand aims, like all strands, to contribute to the production of responsible, reflective and competent beginning teachers who can serve the current and future needs of pupils from Grade 3 to Grade 8 within the primary system of Papua New Guinea.

The particular aim of the Professional Development strand is to provide students with sound knowledge of the Papua New Guinea education system, and educational theories and practices, in order to be competent and effective in the work they will do as primary teachers in this country.

The aim of Unit 3 is for beginning teachers to:

- Demonstrate competence in *classroom management*, *assessment* of pupils learning and *administrative duties*.

National Curriculum Guidelines. P.20

### Overview of unit topics

	<b>3.1 Classroom Management</b>	<b>3.2 Assessment and Evaluation</b>	<b>3.3 Classroom Administration</b>
<b>Unit 3:</b>  <b>Classroom Management and Administration</b>	<i>Classroom Management</i>	<i>Assessment and Evaluation: Some definitions and Key Concepts</i>	<i>Keeping Records</i>
	<i>Establishing a positive classroom climate</i>	<i>Readings from the Syllabus Documents</i>	<i>Maintenance, Storage and Distribution of Resources and Curriculum Materials</i>
	<i>Preventing Management Problems</i>	<i>Assessment and Reporting: The National Curriculum Statement</i>	
	<i>Responding to Inappropriate Behaviour</i>	<i>Information Gathering Techniques</i>	
	<i>Conducting the Lesson</i>		

## **Rationale**

*Classroom Management and Administration* is written as a two-credit point unit for a twelve-week semester, however colleges will teach the unit in accordance to their program and credit point requirements.

It will be necessary to develop a semester course overview for this unit, selecting content according to the time available and credit points allocated.

The unit comprises three modules:

### **Module 3.1 Classroom Management**

This module introduces students to classroom management skills that are critical to the development of effective classroom practices and the creation of positive learning environments. Optimal learning is promoted through well organised and administered classroom environments.

### **Module 3.2 Assessment and Evaluation**

The purpose of this module is to introduce and equip student teachers with the basic skills, concepts and attitudes in designing and administering assessment and evaluation processes in primary schools. The reform curriculum advocates a much greater emphasis on student centred learning and assessment practices used should reflect this. In the primary school, there is now a greater emphasis on assessing and reporting what students know and can do, rather than comparing and ranking them with their cohort. Students who wish to develop their knowledge and skills relating to assessment and evaluation can complete the elective unit *Assessment and Evaluation Processes*, which may be offered in their college.

### **Module 3.3 Classroom Administration**

This module introduces students to the typical administration tasks required by teachers in Papua New Guinea schools. As beginning teachers, students should familiarise themselves with the official documents and forms that are in use within the school system and develop skills in effective and efficient record keeping.

## **The materials**

The support materials for this unit include:

- Unit overview and support materials (unit)
- Lecturer Support Materials (module)
- Student Support Materials (module)

The unit overview provides an overall picture of the three modules that comprise this unit. It is necessary to view the unit in its entirety to plan a course overview and assessment tasks. The

unit overview also contains statements relating to gender, inclusive education, language and multigrade considerations. These should be seen as important concepts which should be discussed and reinforced at appropriate times during the teaching of the unit. Strategies to improve the delivery of the unit are also included.

The Lecturer Support Material contains additional ideas and suggestions for teaching the content, in addition to raising awareness of inclusive education where relevant.

The Student Support Material is the same as the Lecturer material, without the additional information in the text boxes.

## ***Objectives***

Objectives for each of the modules may be found in the relevant Lecturer and Student Support material.

## ***Practicum and School Experience considerations***

Many of the administration and management issues discussed in this module will be evident in the classroom on a daily basis. School experience programs can provide students with the opportunity to observe management in practice, become familiar with daily administration requirements of the school and collect examples of assessment and evaluation tasks given by the teacher. Wherever possible, link the ideas and skills being introduced in lectures to the school experience program.

## ***National Policy Framework for Practicum***

The reform curriculum, with its emphasis on relevant education for all, and a student centred focus, has shifted the emphasis of teacher as ‘transmitter of knowledge’ to that of ‘facilitator of learning’. The new curriculum allows teachers a more flexible approach to planning learning experiences relevant to the needs of individuals and groups in their class. Beginning teachers need to develop the skills and competencies to teach the new curriculum, and practicum is the part of the course where this occurs.

### **Mapping selected competencies to the unit of work.**

The draft National Policy Framework for the Conduct of the Practicum (PASTEP 2001) states that college practicum programs should be concerned first and foremost with **learners** and **learning**, i.e.

- with learning programs and learning outcomes for the children in Papua New Guinea Primary classrooms and
- with the learning programs and learning outcomes for primary student teachers.

The draft Framework advocates a competency based approach to assessment of professional practice. Colleges can use such competencies to assist in the assessment of student teachers and to monitor their development of skills over the six semesters.

It is important that competencies and skills required for assessment are taught to students during the course. This unit provides the opportunity to teach and practice a number of competencies related to classroom management, assessment and evaluation.

The following competencies can be identified as being addressed during this unit. The indicators of effective practice assist in identifying examples of competency.

COMPETENCIES	INDICATORS OF EFFECTIVE PRACTICE
<b>Record observations effectively</b>	<ul style="list-style-type: none"> <li>• Observation notes have a clear focus ( eg. grouping, classroom organisation etc)</li> <li>• Observation notes have a clear learning purpose</li> <li>• Observation notes are easy to read and are organised logically</li> </ul>
<b>Analyse observations effectively</b>	<ul style="list-style-type: none"> <li>• Student teacher (ST) answers the question –‘What does this data tell me about children’s learning /teaching practice?’</li> </ul>
<b>Identify management techniques used by the class teacher</b>	<ul style="list-style-type: none"> <li>• Student teacher can list the different management strategies used by the class teacher               <ul style="list-style-type: none"> <li>○ to start an close lessons</li> <li>○ to keep children on task</li> <li>○ to move from one part of the lesson to the next</li> <li>○ to move children from desks to floor etc</li> <li>○ to deal with children who are disruptive</li> <li>○ to manage classroom learning resources</li> </ul> </li> </ul>
<b>Identify the learning needs of individual learners</b>	<ul style="list-style-type: none"> <li>• Student teacher can identify those children who appear to be working / not working on task in a lesson</li> <li>• Student teacher can identify different ways that individual children work in different strand areas</li> <li>• Student teacher develops a list of the learning activities that each child enjoys and the way(s) that each child prefers to learn ( alone, with buddy, in small groups, with whole class etc)</li> </ul>
<b>Assess learning outcomes for all class members</b>	<ul style="list-style-type: none"> <li>• Student teacher checks knowledge, understanding, skills of all children regularly throughout the lesson by asking questions, listening, looking at written work, observing participation in the learning tasks etc.</li> <li>• Student teacher maintains records of children’s learning and uses these in planning for learning.</li> </ul>

Lecturers can use this list of competencies in a number of ways. Mapping the competencies to topics within the unit ensures the particular skill is taught. We cannot expect to assess a student teacher on particular competencies if they have not be taught and practiced by the students. Given to student teachers, it makes clear the specific competencies that are being developed in this unit and informs them of what is expected.

An example of how selected competencies for this unit can be highlighted is included in the Lecturer Support material for the two modules.

For further reading on teaching competencies, see the Practicum Program Handbook (PASTEP 2001)

## ***Teaching Strategies and Activities***

Within the student resource materials for the three modules, there are suggested activities for each topic. These activities are focused upon student centred tasks, and where possible, involve group work and practical application.

By providing examples of student centred and student led activity and learning, beginning teachers will develop skills and strategies which in turn will be taken into their classrooms.

Activities should focus upon maximising student involvement and interaction between peers and the lecturer.

The following strategies may be incorporated into lectures, and some may provide ideas for assessment strategies.

**Brainstorming** – gathering, organising and appraising all the facts known by the group to generate ideas and stimulate thinking.

**Displays** - Students can display information on charts which can then be displayed around the room. Information can be presented in a variety of ways, not always as a written assignment.

**Diagrams** - Diagrams can provide an alternate way to present information. Students can be actively involved in the creation and portrayal of information through the use of diagrams.

**Discussions** - provide opportunities for students to express ideas and feelings and listen to others.

**Flow Charts** - visual text that provides a symbolic method of explaining and recording a sequence.

**Group Work** - provides students with the opportunity to participate in achieving a shared goal, and allows students to value each member's contribution.

**Guest speaker or visitor** – A visit from an experienced teacher, inspector, etc allows a sharing of knowledge and skills.

**Jigsaw groups** – this task involves breaking up a topic into discrete tasks or activities. These tasks form the pieces of the jigsaw. Each expert group then presents their 'piece' to form a complete picture of the topic.

**Matrix** – a table which classifies information ( numbers, words or symbols) into a grid layout to facilitate analysis and prediction.

**Mind Maps** – are a way of recording information. A mind map is often associated with brainstorming and is useful for drawing connections between ideas and concepts.

**Presentations** – can be spoken, written or multimedia. It gives students the opportunity to organise, plan and present information and material to a particular audience. Presentations provide students with the chance to demonstrate some of the specific skills taught during this unit.

**Role Play** – involves taking on and acting out roles in varied, non-threatening situations. This is a good strategy to allow students to try out ideas on their peers before taking them into the classroom.

## **Assessment**

For students, assessment and evaluation can serve such purposes as:

- Enhancing learning, especially when tasks are set that encourage the use of learning strategies, understanding, or real life applications
- Provide feedback about progress and thereby help guide future learning
- Helping to stimulate motivation, especially through confirming learning and goal setting
- Building confidence and self-esteem
- Developing skills in evaluation through self and peer assessment

For teachers / lecturers, assessment and evaluation can serve such purposes as:

- Providing information about the whole group and individual students. In turn, this information can be used in a variety of ways to enhance and report on the learning program
- Providing background information about student abilities, needs and interests
- Helping diagnose strengths and weaknesses of students to ascertain a starting (or follow up) point for planning and teaching
- Helping compare the performance of class members
- Identifying strengths and shortcomings in teaching
- Enhancing curriculum programming and planning
- Reporting to students and college administrators information about a student's progress and the learning program

**Assessment tasks should be developed at the unit level, recognising the development of knowledge, skills and attitudes across the three modules that make up this unit.**

It is the role of the lecturer/strand to determine assessment tasks relevant to the materials taught. The assessment tasks should provide information on the quality of student learning and the ability of the student to apply the theoretical concepts introduced in a relevant context. Where possible, each task should measure more than one objective. The number of assessment tasks will be determined by the credit point loading given for the unit.

Some suggested assessment activities are listed below. These are provided as samples only, and are not a prescriptive list. They do not cover all topics, are not presented in any particular order, nor are they weighted.

- Develop a number of checklists for measuring classroom management tasks, (for example) on task / off task behaviour, communication skills, use of rewards, strategies for responding to inappropriate behaviour) Use the checklists during school

experience sessions to gather data about the teacher's classroom management skills. Analyse the information and discuss your findings.

- How does the classroom teacher create a positive teaching environment? Draw a plan of the classroom to show the physical arrangement of the classroom. How does this assist in creating a positive environment? Discuss the teacher's use of routines and management techniques. How do these contribute to a positive teaching environment? How does the teacher manage groups and individuals within the class?
- Boys and girls should have equal opportunity to participate in classroom activities. Gather data over three school experience sessions that shows participation of boys and girls in various activities, both inside the classroom and out. Analyse your findings and discuss the level of gender equity operating in the classroom.
- During three school experience sessions, collect information and samples of assessment and evaluation tasks given to students by the class teacher. Classify the type of assessment being used, ( i.e., formative assessment, summative assessment, diagnostic assessment, testing) and explain your reasons for the classification. Using the pyramid diagram in 3.2 Activity 8, classify the types of assessment used into tests and measures, observation of pupil's work or observation of process. Comment on the frequency of each type of assessment.
- Present a "Classroom Administration " portfolio. Include samples of official forms, a school record card and other administration information kept by the teacher. Include a design for a record book with appropriate sections for teacher use. Explain your choice of sections. Develop and include an action plan for the commencement of a new school year.

## ***Inclusive Education considerations***

Inclusive education is educational systems, activities and materials that accept, celebrate and respond to the many differences that occur in students. Inclusive education is ensuring that no person is discriminated against on the basis of gender, ability, ethnicity, race, religion or social grouping. Rather, inclusive education systems recognise the particular or special needs that individuals or groups may have, and develop approaches, techniques and resources to address such need. Inclusive education aims to ensure that all students are given the opportunity to attain optimal educational outcomes. Naturally, the provisions required by particular individuals or groups will differ according to their particular needs.

In this unit, students could note inclusive considerations when managing a lesson, conducting lessons effectively and developing a positive classroom environment. Does everyone in the class have a chance to participate equally in the lesson? Does the teacher pay attention to all students in the class? Are rewards and praise distributed evenly?

When setting assessment and evaluation tasks, does the teacher consider different learning styles? Are students given any choice? Look for opportunities to raise inclusive education awareness throughout the module.

## ***Gender equity***

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

Gender inclusive curriculum content reflects the reality that women play an active role in all realms of human endeavour.



Teachers need to provide learning experiences that will ensure the inclusion of women and girls in the curriculum does not reinforce stereotypes. Women and girls should be depicted in a whole spectrum of roles: making decisions, initiating ideas and actions, being adventurous and brave as well as sensitive and caring, being physically active, occupying positions of responsibility and taking

risks. The educational experiences of all students needs to adequately explore and reflect the changing roles of men and women in a rapidly changing technological society.

Whilst teaching this unit, raise awareness of equitable management practices for both boys and girls. During school experience visits, ask students to complete a gender analysis of selected classroom management skills used by the teacher. Administration forms and reports could be analysed for gender bias and corrected with language that is more appropriate.

## ***Language considerations***

Bilingual classrooms and in particular, bridging to English classrooms will have their own unique management and assessment requirements. Communicating with clarity and confidence, giving effective directions and managing groups effectively will rely at times on giving the communication in both Tok Ples or Tok Pisin, as well as English. When assessing tasks for understanding, teachers may use a vernacular approach to ensure students are not handicapped with the language portion of the task.

## ***Multigrade considerations***

This unit introduces basic management, assessment and administration skills. This precedes planning and management for multiple groups and individuals. If students have sufficient experience to date in their course, lecturers may choose to introduce the management of groups and multigrade classrooms. Management of groups and multigrade classrooms is covered in the following modules:

- MG 2 Managing the Multigrade Classroom
- 7.3 Multigrade Methods
- 7.1 Introduction to Teacher Centred and Child Centred Approaches
- 7.2 General Teaching Methods

## ***Unit Evaluation and Reflection***

An evaluation of the unit should be carried out each time it is taught. This provides important feedback on the effectiveness of the program presented.

When reflecting on our teaching the areas we should consider are:

- The content of the unit
- The methodologies used in delivering the unit
- The assessment activities
- The co-ordination of the unit.

### **Focus questions for lecturer reflection**

#### ***Content of the unit***

- Did the content support the objectives of the unit?
- Were the activities sequenced logically?
- Was the content relevant? Did the content help the students to become competent primary school teachers?
- What recommendations can you make?

#### ***Methodology***

- How did you deliver the content to the students? Were these strategies effective?
- Were the students aware of the strategies you were modelling and how they could use these strategies in their own teaching?

#### ***Assessment of the Unit***

- How clear were the assessment tasks?
- How many tasks were given to students? Was this sufficient/ too few or too many?
- Did you give students enough time to complete each assessment task?
- Do the students' assessment results display what you expected of the course?

#### ***Unit Co-ordination***

- How well did you co-ordinate this unit?
- Did you produce any materials for students? Were these appropriate?
- Did you communicate well with the other lecturers who were teaching the same unit?

After considering these questions, recommendations may be suggested to further enhance the effectiveness of the unit.

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Internet sites related to assessment and evaluation:

- <http://www.eddept.wa.edu.au/centoff/cmis/eval/curriculum/assessment>
- <http://www.eddept.wa.edu.au/centoff/cmis/eval/curriculum/assessment>
- <http://www.eddept.wa.edu.au/centoff/cmis/eval/curriculum/assessment>
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