

2016

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Recommended Citation

Egeberg, H. M., McConney, A., & Price, A. (2016). Classroom Management and National Professional Standards for Teachers: A Review of the Literature on Theory and Practice. *Australian Journal of Teacher Education*, 41(7).
<http://dx.doi.org/10.14221/ajte.2016v41n7.1>

This Journal Article is posted at Research Online.
<http://ro.ecu.edu.au/ajte/vol41/iss7/1>

Classroom Management and National Professional Standards for Teachers: A Review of the Literature on Theory and Practice

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Abstract: This article reviews the conceptual and empirical research on classroom management to ascertain the extent to which there is consistency between the “advice” found in the research literature and the professional standards for teachers and initial teacher education, in regards to knowledge and perspectives about effective classroom management. Focusing on the evolution of beliefs, knowledge and perspectives about classroom management the article will clarify effective classroom management and place this within the frameworks on effective teaching, in particular the AITSL standards, and consequently consider some implications for best practice.

Introduction

Classroom management, including both instructional and behavioural management, is a significant issue for teachers, school leaders, system administrators and the public. It heavily affects community perceptions, teacher efficacy and wellbeing, and the standards of achievement of students. In order to improve teacher effectiveness the Australian Institute for Teaching and School Leadership (AITSL) has developed professional standards for teachers that articulate what teachers are expected to know and be able to do. This paper will examine the extent to which there is consistency between these standards for teachers and initial teacher education, in regards to knowledge and perspectives about effective classroom management, and “advice” found in the research literature. This article reviews the conceptual and empirical research to examine perspectives on “classroom management (actions taken to create a productive, orderly learning environment), discipline (actions taken to elicit change in students’ behaviour), and socialization (actions taken to help students fulfill their responsibilities more effectively)” (Hoy & Weinstein, p. 181, 2006). Focusing on the evolution of beliefs, knowledge and perspectives about classroom management the article clarifies effective classroom management and places it within the frameworks on effective teaching, in particular the AITSL standards, and consequently consider some implications for best practice.

Effective classroom management can be difficult to define because there are many different views held by various education stakeholders. Teachers, pre-service teachers, government education systems and students have been identified as sharing some common ideas but many different ones as well (Hoy & Weinstein, 2006). Whilst it is important to determine to what extent there is consistency between teachers’, soon-to-be teachers’ and students’ beliefs,

knowledge and perspectives about effective classroom management and the “advice” found in recent research literature, it is also important to ascertain to what extent the standards for teachers also reflect this “advice” as these will, and do, form the basis for guiding teacher actions and responses.

This article provides an overview of the evolution of classroom management knowledge and perspectives focusing on beliefs about discipline and orientations towards classroom management. The review examines the theoretical foundations for each orientation to more fully understand from where the conceptual understandings have originated. It then focuses on the findings of empirical research and their recommendations (advice to practitioners) about key principles and practices that create and maintain safe and supportive learning environments. The review then focuses on teacher effectiveness, exploring some of the key frameworks that have arisen from this research including, and in particular, the AITSL’s Performance and Development Framework – more commonly known as the Standards.

The aim of this paper is to juxtapose the classroom management indicators found in the AITSL standards and the recommendations for effective practice found in the research literature, to further clarify what it is to be an effective classroom manager.

An Account of the Evolution of Beliefs, Knowledge and Perspectives about Classroom Management

The systematic study of effective classroom management is a relatively recent phenomenon. Prior to the work of Jacob Kounin (1970), little empirical research had been done on effective classroom management. Anecdotal advice to teachers was of the “don’t smile until Easter” variety and most was based on the old proverb “spare the rod spoil the child”. One way to better understand approaches to classroom management is to understand the conceptual frameworks that categorize them into logical groupings or types in terms of how much direct control or power a teacher has over students. Originally adopted to describe parenting styles (Baumrind, 1970) the types of authority – authoritarian, authoritative and permissive – are also widely used to hypothesize approaches to classroom management.

How teachers interact with students is often based on their personal sets of beliefs regarding how children develop (Erden & Wolfgang, 2004). The teacher's objectives and approach will vary depending on the theoretical lens through which he or she views their students. Glickman and Tamashiro (1980) and Wolfgang (1995) conceptualized a framework to explain teacher beliefs along a control continuum, with relationship-listening, non-interventionist types, such as Gordon’s (1974) “Teacher Effectiveness Training,” at the least controlling end; rules/rewards-punishment, interventionist types, such as the Canters’ “Assertive Discipline” (Canter & Canter, 1976) at the most controlling end; and confronting-contracting, interactionist types, such as Glasser’s (1992) approach, in the middle. The non-interventionist, the least directive and controlling, assumes the child has an inner drive that needs to find its expression in the real world and that children develop through unfolding of potential via acceptance and empathy. Interventionists, the most controlling, are at the opposite end of the continuum and emphasize what the outer environment does to shape the human organism in a particular way, via reinforcement and punishment.

Traditional behaviour modification provides the theoretical foundation for the interventionist's school of thought and led to the development of applied behaviour analysis

(ABA) in the 1960s and 1970s (Landrum & Kauffman, 2006). This orientation emphasised management by use of positive and negative reinforcement to encourage desirable behaviours, and the reduction of misbehaviour through its extinction, response cost, and other forms of punishment. The early educational research in this field often occurred in special education settings and usually focused on managing the behaviours of individuals. Early conceptual work in this tradition, in the 1980s and 1990s, emphasized models developed by Canter (1992) or Jones (Jones, 1987; Jones & Jones, 1990). These theorists' models emphasized obedience of students and authority of the teacher through the use of rewards and punishments with direct application to classroom practice. As the research broadened in the 1990s to include empirical data collection and its application to groups, to classrooms, and to schools, models such as the school-wide positive behaviour support (SWPBS) were initiated. Drawing substantially from applied behaviour analysis, but also including components of the psycho-educational approach, systems theory – in particular Maslow's hierarchy of needs and Bronfenbrenner's Ecological System's Theory – and the research on teaching and instructional intelligence, this branch emphasizes prevention at the classroom level as the foundation of effective management. Positive Behaviour Support (PBS) is based in the science of learning and gives considerable attention to intervention strategies for those students for whom prevention is insufficient. PBS is both *positive*: increasing and strengthening helpful behaviours through 'reinforcement' and *proactive*: anticipating where things may go wrong and preventing that from happening rather than just reacting when things do go wrong. Unlike earlier applications of applied behaviour analysis PBS does not use punishment or negative consequences to reduce the challenge, aligning it much more with the interactionist approach.

A more recent conceptual analysis clusters discipline theories across a similar continuum from autocratic through authoritative and mixed to egalitarian (Porter 2007). This continuum also varies according to distribution of power from teacher-centred, to shared, to student-centred, and from a focus on student behaviour only, to a compound focus on behaviour, cognition, emotion and relationships. The egalitarian, or from the earlier model, the non-interventionist teacher does not try to directly control or make high demands on students. The axiom that all learning comes from intrinsic interest provides the theoretical foundation for the non-interventionist's school of thought led by A.S. Neill who believed that children (and human nature) were innately good, and that children naturally became virtuous and just when allowed to grow without adult imposition of morality (1960). Children did not need to be coaxed or goaded into desirable behaviour, instead they need to be provided with space, time, and empowerment for personal exploration, and with freedom from adult fear and coercion (Neill, 1960). Proponents of Harris (1967) (transactional analysis), Ginott (1972) (congruent communication), Gordon (1974) (teacher effectiveness training), and Kohn (1996), are considered non-interventionists.

Between these two extremes, interactionists focus on what the individual does to alter the social environment, as well as what the environment does to shape the individual. Interactionist (or authoritative) teachers work with students helpfully and respectfully, ensuring learning while preserving student dignity and good teacher-student relationships. Ted Wachtel was influential in developing a conceptual framework for restorative justice in schools in the United States based heavily on authoritative approaches to classroom management. His work uses what he calls the 'social discipline window' to explain the shift in thinking required to move along a similar continuum as explained earlier, from the punitive through to the permissive and

finally to the restorative. Wachtel (1999) cites four instead of three, approaches to responding to misbehaviour.

1. The permissive approach characterised by low control and high support, with very little limit setting or boundaries and an abundance of nurturing.
2. The authoritarian approach, characterized by high control and low support, uses rewards and punishments.
3. The neglectful approach, characterized by an absence of both limit setting and nurturing.
4. The restorative, or authoritative approach, which employs both high control and high support, confronts and disapproves of wrongdoing while supporting the intrinsic worth of the wrongdoer.

Theories developed by Adler, Dreikurs, Kounin and Glasser provided the framework for interactionist/authoritative ideology (Wolfgang, 1995). Cooperative Discipline (Albert, 1989), Judicious Discipline (Gathercoal, 1990), and Discipline with Dignity (Curwin & Mendler, 1988, 1999) are examples of classroom management models based on this interactionist ideology.

Kounin's (1970) empirical research on classroom management drew from the systematic classroom observations initiated by researchers such as Flanders and Medley in the 1950s and 1960s, and continued by Brophy, Good, Evertson, and others in the 1970s and 1980s. Empirical research uses evidence acquired by means of the senses, particularly by observation and experimentation. This research on classroom management employed either descriptive or correlational methods and highlighted practices that were used by 'effective teachers'. Using videotape and observational methods, these process-product researchers sought to identify various indicators of teacher effectiveness highlighting the importance of group management and of organizing and maintaining a positive classroom environment. In order to establish and maintain a productive classroom teachers need to engage students and minimize disruptive behaviours by keeping the flow of a lesson, preventing misbehaviour and ensuring the active participation of all students. In particular, the teacher's role at the beginning of the year was emphasized, along with a multidimensional perspective on management tasks (Brophy 1999; Doyle 1986; Emmer & Gerwels 2006).

Teacher and student social and emotional development, beliefs, and relationships have become more influential concerns in recent decades. It is apparent that there are many and varied influences on student behaviour, from internal states and beliefs about self, to external factors including teachers' instructional capacity and peer/familial aspects. Thus, extensive programs of contemporary research study the influence on classroom management of teacher-student relationships, the use of intrinsic and extrinsic reinforcement, social-emotional learning curricula and teacher stress and anxiety. Early work in this tradition, in the 1960s and 1970s, emphasized models developed by Glasser, Rogers, and Dreikurs, among others followed by more nuanced examinations of the nature of teacher-student relationships (Pianta, 2006). Kounin showed that effective managers succeeded not just because they were good at handling misbehaviour when it occurs but because they were good at preventing misbehaviour from occurring in the first place. Effective classroom managers focus on creating positive learning environments by preparing and teaching engaging lessons, and monitoring students as they work (Brophy, 1996). Theorists such as Albert and Curwin and Mendler have allowed us to gain greater insight into the causes, contexts, and consequences of interpersonal relationships in the classroom.

In the early 1970s and continuing through to today the term 'classroom management' and 'discipline' were often used interchangeably where classroom management was seen as separate from classroom instruction (Bellon, Bellon, & Blank, 1992). Research in the 1980s, however,

argued that management and instruction are not separate, but are inextricably interwoven and complex. “Classroom management is certainly concerned with behaviour, but it can also be defined more broadly as involving the planning, organization and control of learners, the learning process and the classroom environment to create and maintain an effective learning experience” (Doyle, 1986, p. 396). Historically, teacher education has relied on scales that were focused on the narrower concept of discipline (Glickman & Tamashio, 1980; Wolfgang & Glickman, 1986), rather than the broader concept of classroom management that encompasses both behaviour management (BM) and instructional management (IM). It is this broader concept that Martin and her colleagues focused on in developing the Behaviour and Instructional Management Survey, aimed at measuring teachers' perceptions of their approaches to classroom management - both behaviour management and instructional management (Martin & Sass, 2010). Efforts aimed at preventing misbehaviour, along with how a teacher responds to misconduct, are related to BM, whereas IM includes the plans, goals, and tactics teachers use to deliver instruction in a classroom.

Whilst strong classroom organization and behaviour management skills are critical for education, using methods that produce and increase constructive interactions will result in more successful classroom environments for both teachers and students (Oliver & Reschly, 2010). Effective classroom management strategies are designed to create positive learning environments by building in positive supports that prevent challenging classroom behaviour prior to the implementation of more reactive behavioural approaches. It was for this reason that teacher education, and those concerned with developing teacher standards, started to use the term “creating positive learning environments” rather than classroom management. Teachers should work toward creating positive learning environments and therefore be able to identify and enact classroom conditions that may make it more likely that desirable behaviours occur in the classroom (Hardman & Smith, 1999). When teachers create environments of care, they create settings where potential challenges are planned for, rules and consequences are established, positive behaviour is the focus for classroom supports, redirection rather than reprimand is the vehicle for behavioural change, and students are offered a variety of choices to reach an agreed-upon instructional goal. Teachers that create positive classrooms pay close attention to all of the environmental stimuli that are present in their educational setting (Banks, 2014).

Classroom management integrates teacher actions to create, implement, and maintain a positive learning environment. This new definition incorporates a number of tasks; connecting and developing caring and supportive relationships with and among students with high and explicit expectations; organising and implementing instruction that facilitates deep and meaningful learning and encourages student engagement; promoting the development of students' social skills and self-regulation to assist students to clarify challenges and solve problems; and, the use of appropriate interventions to assist student with challenging behaviours (McDonald 2013, Weinstein, 2006). “Clearly classroom management is a multifaceted endeavour that is far more complex than establishing rules, rewards and penalties to control students' behaviour” (Weinstein, 2006, p. 5). An oft-cited definition of classroom management comes from Evertson and Weinstein (2006):

“The actions teachers take to create an environment that supports and facilitates both academic and social–emotional learning ... It not only seeks to establish and sustain an orderly environment so students can engage in meaningful academic learning, it also aims to enhance students' social and moral growth” (p. 4).

What is Effective Classroom Management?

Whilst order is clearly important, it is not the primary goal, but it does serve a purpose in enabling student learning and social and moral growth. Henley (2010) identifies classroom management as the “essential teaching skill” (p. 4) and suggests effective teachers minimise misbehaviours to reduce interruptions and create learning environments that allow for students’ intellectual and emotional growth. Henley takes a very restorative approach to classroom management, using more time in the classroom to teach discipline and therefore facilitating activities that enable student self-control. He believes that in doing this, a teacher is less likely to spend time dealing with misbehaviour, and more time on meaningful academic instruction and learning. In other words, effective classroom management over time leads to greater student growth in areas that are used to judge teacher effectiveness.

McDonald extends Evertson and Weinstein’s (2006) definition and suggests “classroom management involves teacher actions and instructional techniques to create a learning environment that facilitates and supports active engagement in both academic and social and emotional learning”(p.20). With the diverse backgrounds, interests and capabilities of students, meeting their needs and engaging them in meaningful learning requires care and skill.

Whilst developing an orderly learning environment enables students to engage in meaningful activities that support their learning, this orderly learning environment, suggests McDonald, is only truly attained when teachers understand their own and their students’ needs and work together to meet these needs. His work outlines a Positive Learning Framework (PLF), based on current resilience, self-worth, and neurological research and positive psychology, which highlight the strengths that students have and how, as educators, teachers can draw upon these strengths in assisting all children to grow. The PLF offers a continuum of teacher behaviours from planning, preventative techniques, instructional design and ways to respond to student behaviour. By learning to use their skills effectively, teachers can develop quality learning environments, characterised by positive teacher-student relationships (McDonald, 2013).

More recently, educational policy and research in the past ten years have guided teachers toward more experimental and scientifically validated empirical practices (Hattie, 2009). In searching the empirical literature Simonsen, Fairbanks, Briesch, Myers & Sugai (2008) identified five evidence-based classroom management practices. “Classroom management practices were considered evidence-based if they were (a) evaluated using sound experimental design and methodology (group experimental, group quasi-experimental, experimental single subject designs, or causal comparative); (b) demonstrated to be effective; and (c) supported by at least 3 empirical studies published in peer-refereed journals” (pp. 352-353). A variety of specific strategies and general practices that met the criteria for being “evidence-based” were found and grouped into five critical features of effective classroom management.

1. Maximise structure through the use of teacher directed activities, explicitly defined routines and the physical classroom arrangement in terms of good spacing of clusters of desks and visual displays.
2. Establishing expectations and teaching social skills by identifying and defining a small number of positively stated rules or agreements and then ensuring that these are well taught, modeled, reviewed and supervised by the teacher moving around the room, interacting with students, reminding and redirecting students to appropriate behaviour.
3. Actively engage students in their learning in order to minimize misbehaviours by using a variety of instructional techniques.

4. Acknowledging appropriate behaviours by using a range of strategies that focus on identifying and recognizing appropriate classroom behaviours through the use of both individual and group encouragement.
5. Using a range of strategies to respond to misbehaviour from low-key techniques to remind and redirect the behaviour, planned ignoring through to logical consequences. Those responses “that were direct, immediate, and ended with the student emitting the correct response were most effective in increasing future success rates” (Simonsen, Fairbanks, Briesch, Myers & Sugai, 2008, p. 365).

Judging what is and what is not effective classroom management is a complex issue, as evidenced in research by De Jong (2005) aimed at identifying best practice in Australian schools. De Jong found that many of the approaches that were identified as best practice “lacked ‘hard’ evidence to substantiate claims of successful outcomes” (2005, p. 357). Only 20 percent of the programs surveyed in this study had been formally evaluated, some were in the process of being evaluated and many relied on anecdotal evidence. There was, however, emerging indication that successful approaches were contingent on key contributing factors and beliefs. The aim of the project was to conceptualise some guiding principles and practices that could be used to support the development of more appropriate approaches to managing behaviours in classrooms, schools and districts. There were two key questions that drove the study: what characterizes best practice in addressing student behaviour and what are the key principles in addressing student behaviour issues. De Jong surveyed between 6 – 10 programs in each of the three school jurisdictions – Catholic, State and Independent – and using the review of literature on best practice in Australian schools looked for links and overlaps. Where the literature made repeated reference to certain aspects and the surveys confirmed this was then considered good practice. “For the purposes of this project, best practice was interpreted as *strategies* associated with philosophy, policy, organizational structure and culture, procedure, development and action that are likely to result in successfully addressing student behaviour issues” (De Jong, 2005, p. 356).

The framework that evolved from this exploration identified seven core principles and practices for managing student behaviour that synthesise many of the key elements explored in the interactionist/authoritative movement.

1. A need to understand behaviour from what De Jong called an “eco systemic perspective” emphasizing the complex interplay between environmental, interpersonal and intrapersonal factors. That the behaviour of students is affected by both the context and the behaviours of others – including teachers – and that this requires looking beyond the behaviour to gain an insight into the motivations and influences to address the problem environment as well as the problem behaviour. What this suggests in practice is that a “one size fits all” approach will not work and that flexible, individualized learning environments may be necessary for some students.
2. A health promoting approach to creating safe, supportive and caring environments. Health is defined in terms of physical, cognitive, social, emotional and spiritual dimensions serving to develop safe learning environments that in turn will promote healthy behaviours. In practice this is about connection, with established pastoral care systems that incorporate proactive rather than reactive approaches.
3. Inclusiveness, which caters for different needs, recognizing and celebrating diversity. This is about creating a climate that sees behaviour as part of diversity – not a deficit model that requires fixing but rather at risk behaviours that need guidance. In practice this is about understanding that behaviour is linked to learning and that quality

curriculum and teaching will maximize student engagement and minimize misbehaviour. “Such a curriculum endeavours to develop critical thinking skills, focusing especially on decision-making, appraising conflict situations and restorative justice” (De Jong, 2005, p.361)

4. Placing students at the center of the learning and focusing on the whole child – their social, emotional and academic needs. In practice this is a clearly articulated behaviour management policy that does so much more than just dictate or enforce rules. It makes explicit its assumptions and beliefs in regard to students’ needs, their behaviours and the influences on these behaviours and focuses on providing an environment that is safe, caring and supportive, providing the school community with clear expectations and ongoing resourcing and development.
5. Behaviour and instruction are linked and teachers and teaching make a difference. As mentioned earlier, effective instruction maximizes student engagement, which in turn minimizes misbehaviour. In practice this involves teachers using a variety of instructional techniques and strategies with activity- based methods of learning, including cooperative learning practices. This links strongly with Woolfolk Hoy and Weinstein’s report that showed that students want interactive instruction that more fully engages them in their learning, with their peers, as opposed to chalk and talk pedagogy synonymous with textbooks and worksheets, highlighting the “inseparable relationship between classroom management and instruction” (Woolfolk Hoy & Weinstein, 2006, p. 210).
6. Positive relationships, especially between teacher and student are essential to learning. This principle advocates that teachers should make it their priority to develop positive relationships with students and encompasses the idea that as teachers we earn respect rather than deserve respect. This type of approach reflects a range of management strategies that maximize on-task behaviour such as negotiating agreements, setting clear expectations, planning student transitions, with-it-ness, and proximity. It features teachers who model appropriate behaviour, using encouragement rather than praise and choice rather than punishment, aiming to help students develop self-management and responsibility.
7. Well established internal and external support structures recognizing the African proverb that “it takes a village to raise a child”. Best practice associated with this is similar to that suggested in the tiered approach from Positive Behaviour Supports (PBS) but encompasses student needs being addressed through a case management strategy giving individual attention when necessary. This ensures that students and parents experiencing behaviour issues have access to a variety of mental health services both community and school based.

Whilst De Jong’s work highlighted similar aspects to those of Simonsen et al. (2008) he also identified the need for sound knowledge and understanding of young people, their needs and influences on their behaviours. Simonsen et al. identified key strategies for effective classroom management whereas De Jong (2005) identified beliefs and knowledge as well as practice within the key principles outlined. It is clear from the research on teachers’ and pre- service teachers’ beliefs about classroom management (Brophy, 1998; Flowerday & Shaw, 2000; Lyons & O’Connor, 2006; Woolfolk Hoy & Weinstein, 2006) that whilst they require continual training and support in using effective classroom management strategies, they also need to identify and nurture attitudes and beliefs that are consistent with current research about teacher effectiveness which involves both the interconnectedness of instruction and behaviour management as well as

a clear understanding of an eco-systemic approach to discipline that considers the complex interplay between ‘environmental, interpersonal and intra-personal factors’ (De Jong, 2005, p. 359).

Teacher Effectiveness and Classroom Management

Teachers have a powerful impact on the classroom environment. While many factors impact student learning, the research pertaining to influences on student behaviour and learning repeatedly point to the effectiveness of teachers as a key component. Hattie (2003) suggests that the answer to improving outcomes for all students “lies in the person who gently closes the classroom door and performs the teaching act –the person who puts into place the end effects of so many policies, who interprets these policies, and who is alone with students during their 15,000 hours of schooling” (p 2). Hattie was not the first to point to the powerful influence of the teacher. A common finding in resilience research is the power of a teacher. Werner and Smith (1989) found that,

Among the most frequently encountered positive role models in the lives of the children . . . outside of the family circle, was a favourite teacher. For the resilient youngsters a special teacher was not just an instructor for academic skills, but also a confident and positive model for personal identification (p. 162).

Repeatedly, teachers are described as providing, in their own personal styles and ways, the three protective factors for students: caring relationships, high expectations and opportunities for participation and contribution. The approaches, or strategies, used by teachers can provide a set of best practices to guide our work in classrooms and schools. However, as with all teaching practice, it is often one’s beliefs, about young people, their needs, the behaviours they exhibit, and the influences on those behaviours, which drive our actions. “Our philosophy about the nature of teaching, learning and students determine the type of instruction and discipline we have in schools and classrooms”(Freiberg, 1999, p.14)

Whilst framing teacher effectiveness as a teacher’s ability to produce gains in students’ learning (as reflected in standardized test scores) has a certain amount of credibility, as most would agree that a teacher’s role is to help students learn, this type of definition is also very limiting. Other ways in which teachers can contribute to successful students, communities, and schools are often overlooked (Goe, Bell, & Little, 2008). Formulating a definition of effective teaching, Goe, Bell and Little (2008) evaluated various discussions in the recent literature as well as in policy documents, standards and reports. They concluded that effective teachers have high expectations for all students and help students learn; they contribute to positive academic, attitudinal, and social outcomes for all students; they use resources to plan and structure engaging learning opportunities; they contribute to the development of classrooms and schools that value diversity and civic-mindedness; and, they collaborate with other teachers, administrators, parents, and education professionals to ensure student success.

Reviewing the literature on teacher effectiveness provides a more varied and nuanced view. Campbell, Kyriakides, Muijs, and Robinson (2003) state, “teacher effectiveness is the impact that classroom factors, such as teaching methods, teacher expectations, classroom organisation, and use of classroom resources, have on students’ performance” (p. 3). Teaching effectiveness can be understood by studying the models of instruction that define what it is that effective teachers know and do and the behaviours that effective teachers incorporate into their

daily professional practice. Marzano's model of teaching effectiveness, *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction* includes: establishing learning goals, students' interaction with new knowledge, student practice to deepen understanding, engaging students, effective classroom management, effective student teacher relationships, communicating high expectations for students, and effective assessment practices (Marzano, 2007). Charlotte Danielson's framework for teaching, first published in 1996, identifies those aspects of a teacher's responsibilities that have been documented through empirical and theoretical research as promoting student learning. Danielson refers to four key domains of teaching; planning and preparation; the classroom environment; instruction and professional responsibilities (Danielson 2009). Hattie (2008) refers to effective teachers as expert teachers who identify various ways to represent information, create a positive classroom climate, monitor learning, believe all children can succeed and influence both surface and deep learning. One thing that many frameworks and much research on effective teaching suggest, is that a distinguishing characteristic that effective teachers seem to have is that, in all their approaches to planning, designing and implementing instruction and assessment, their focus is on creating positive learning environments for all students.

Teacher Standards and Classroom Management

The AITSL standards for teachers clearly outline specific knowledge and understanding of young people, their needs and how they learn as well as effective approaches to assisting their development and growth that teachers can utilise to have a positive impact.

The standards offer direction for what an effective teacher should know and be able to do at four career stages and AITSL's statement of intent defines its mission in terms of promoting excellence by supporting more teachers to teach like the best. "To focus on improving teaching, it is necessary to have a clear vision of what effective teaching looks like" (AITSL, Australian Teacher Performance and Development Framework, 2012, p. 3). AITSL presents a comprehensive picture of the elements of effective teaching organised around the domains of professional knowledge - know the students and how they learn and know the content and how to teach it; professional practice - plan for and implement effective teaching and learning; creating and maintaining supportive and safe learning environments; assess, provide feedback and report on student learning; and, professional engagement - engage in professional learning and engage professionally with colleagues, parents/carers and the community. At the highly accomplished level teachers are recognised as "highly effective, skilled classroom practitioners" who constantly seek ways to improve and maximise learning opportunities for their students. "They provide colleagues, including pre-service teachers, with support and strategies to create positive and productive learning environments" (AITSL, National Professional Standards for Teachers, 2011, p. 6). The Australian Professional Standards for Teachers and other similar research-based frameworks provide a broad picture of what makes for effective teaching.

The classroom management practices associated with effective teachers can be seen throughout the standards in both the professional knowledge and the professional practice domains. An effective teachers role is to support student participation by establishing and implementing inclusive and positive interactions (standard 4.1), which cannot be done without establishing and maintaining orderly and workable routines, to create an environment to engage and support all students in classroom activities and learning tasks (standard 4.2). In order to

enhance this learning, teachers first of all understand the physical, social, and intellectual needs (standard 1.1) of students and know how they learn (standard 1.2). This enables the development of effective teaching strategies, that address the learning strengths and needs of students from diverse backgrounds (standard 1.3) and differentiate teaching to meet the specific learning needs of all students (standard 1.5). Teachers will then be better equipped to plan, structure and sequence learning programs (standard 3.2) that establish challenging learning goals and develop a culture of high expectations for all students (standard 3.1). Teachers will more readily use effective classroom communication, including verbal and non-verbal strategies, to support student understanding, participation, engagement and achievement (standard 3.5) as well as select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking (standard 3.3). All of this whilst managing challenging behaviour, establishing and negotiating clear expectations with students and addressing discipline issues promptly, fairly and respectfully (standard 4.3).

It would seem apparent from these standards that effective teachers know who their students are. They know their students' needs, their learning styles, their strengths and areas they need to improve as learners. They are masters of their subject matter, but more importantly, effective teachers are continually focused on their students' learning and development as young people. This particular trait of effective teachers could be categorized as that of classroom management "... teacher actions and instructional techniques to create a learning environment that facilitates and supports active engagement in both academic and social-emotional learning" (McDonald, 2013, p. 20).

Much of the process-product research "has contributed to the development of teaching principles and practices that, when implemented systematically in classrooms can enhance student learning and support positive classroom behaviour" (Gettinger & Kohler 2006, p. 90). Studies in the past have attempted to assist teachers with adopting these more effective classroom management strategies giving them manuals and access to workshops to further explain how these strategies could be used (Emmer, Sanford, Clements & Martin 1983). To begin with, some strategies resulted in improved behavioural patterns exhibited by the students; however, within six months teachers were no longer using the strategies recommended. Whilst this may have resulted from the treatment being mainly informational with no opportunity for feedback, directed practice or continued encouragement and support from colleagues or mentors, Clements and Martin (1983) also found that teachers tended to fall back on old habits based or incorrect and sometimes misconstrued views of young people. As many teachers not only lack skills in classroom management but have attitudes and beliefs that are inconsistent with current research about classroom management and young people it would seem apparent that even practicing teachers need assistance in clarifying and changing misconceptions in their thinking (Brophy, 1988), which will in turn impact their practice.

A need for consistency with current research rather than a reliance on preformed attitudes and beliefs is also true when it comes to the AITSL standards. While the current AITSL standards establish nationally what is required of teachers in Australia and are relatively broad in focus, some states within the federal system are continuing to develop/modify their own set of standards, which focus more on practice than building knowledge. Recently, for example, the New South Wales (NSW) Centre for Education, Statistics and Evaluation (2014) identified only 5 standards as closely aligned to the focus area of classroom management, all situated within the practice domain. These include 3.2 – Plan structure and sequence learning programs; 3.5 – Use effective classroom management communication; 4.1 – Support student participation; 4.2 –

Manage classroom activities and 4.3 – Manage challenging behaviour. Whilst this seems to fall into the trap highlighted earlier of focusing only on changing or enhancing practice rather than also building more informed and relevant knowledge and beliefs it does however correlate with the Centre’s suggestion, drawn from the US National Council on Teacher Quality (NCTQ), that there are five key strategies for effective classroom management:

1. Rules – establish and teach classroom rules to communicate expectations for behaviour.
2. Routines – build structure and establish routines to help guide students in a wide variety of situations.
3. Praise – reinforce positive behaviour, using praise and other means.
4. Misbehaviour – consistently impose consequences for misbehaviour
5. Engagement – foster and maintain student engagement by teaching interesting lessons that include opportunities for active student participation.

This same trend toward narrowing the focus of classroom management to that of control has also occurred in England through a Government “White Paper” (1998) which also supported behaviourally-based management programmes and endorsed schemes such as Canter and Canter’s ‘Assertive Discipline ‘package” (Bromfield, 2006, p. 189). The emphasis in all three approaches, those in the US, in NSW and in England, appears to be on control and quick fixes, despite the fact that research has shown that rigid rules, rewards and punitive approaches are more likely to exacerbate, rather than eliminate, behaviour problems in schools (Cooper, 1998).

The NSW Education Department Centre for Education, Statistics and Evaluation does also mention an additional six strategies that the NCTQ identified as not having the same level of research consensus but were viewed as valuable topics:

1. Managing the physical environment.
2. Motivating students.
3. Using the least intrusive means.
4. Involving parents and the community.
5. Attending to social / cultural / emotional factors that affect the classroom’s social climate.
6. Building positive relationships with students.

Interestingly these “additional six strategies” are supported by research. The MCEETYA (The Ministerial Council on Education, Employment, Training and Youth Affairs) funded Student Behaviour Management Project is just one project that identified these core behaviour management principles as best practice in Australia (De Jong, 2005). These principles are well supported by research from around the world, similar to Simonsen, Fairbanks, Briesch, Myers & Sugai (2008) empirical literature search, which viewed classroom management as integrating teacher actions to create, implement, and maintain positive learning environments. This type of definition incorporates similar tasks as those De Jong alluded to such as connecting and developing caring and supportive relationships with and among students with high and explicit expectations; organising and implementing instruction that facilitates deep and meaningful learning and encourages student engagement; promoting the development of students’ social skills and self-regulation to assist students to clarify challenges and solve problems; and the use of appropriate interventions to assist student with challenging behaviours (McDonald 2013; Weinstein, 2006). Most of the current research on classroom management tells us that it is a “multifaceted endeavour that is far more complex than establishing rules, rewards and penalties to control students’ behaviour” (Weinstein, 2006, p. 5). It is also very apparent that cultivating effective classroom management in our classrooms and schools is as much about challenging,

changing, adapting and enhancing teachers' beliefs, knowledge and perspectives on young people, as it is about changing teachers' practice.

Whilst the 5 standards suggested by the NSW Centre for Education, Statistics and Evaluation certainly do partly align with the definition of classroom management, so also do more pertinent standards that refer to teachers' knowledge, beliefs and understandings of young people and their behaviours. To ignore these would be to ignore possible avenues toward improving teacher effectiveness. For example, using the seven core behaviour management principles from the MCEETYA project we can see many more standards that have a very important relationship with the understanding and application of effective classroom management, and these are also reflected by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) when they endorsed standards and procedures for the Accreditation of Initial Teacher Education Programs in Australia (2013). During the development of these standards, the Ministerial Council, together with AITSL, specified a number of priority areas for initial teacher programs one of which is classroom management. In more clearly defining this area they were very explicit in linking this to more broader aspects of the AITSL standards noting three particular standards: Standard 1: Know students and how they learn, Standard 3: Plan for and implement effective teaching and learning and Standard 4: Create and maintain supportive and safe learning environments.

Conclusion

Behaviour problems in the classroom have been identified as a factor in the retention of teachers to the profession. The Australian Education Union (2006) national survey of 1200 beginning teachers identified behaviour management as the second most significant concern, after workload, for newly qualified teachers. Further, several studies have identified behaviour problems in the classroom as a significant factor in the stress and burnout for both novice and experienced teachers (Blankenship, 1988; Griffith, Steptoe, & Cropley, 1999; Martin, Linfoot, & Stephenson, 1999; Schottle & Peltier, 1991; Ingersoll 2002; Ingersoll & Smith 2003). If we are to truly assist teachers to "teach like the best" (AITSL, 2014, Statement of Intent), we need to ensure that we guide and direct them in terms of effective classroom management.

As consistently demonstrated in the literature, effective classroom management calls upon both a theoretical and a practical understanding of the needs of the young people and the impact that teachers can have in their academic and socio-emotional learning. As Jacob Kounin advised, way back in 1970, the techniques required for effective classroom management *are techniques of creating an effective classroom ecology and learning milieu. The mastery of techniques enables us to do many different things. It makes choice possible and... actually enables the teacher to program for individual differences and to help individual children. One might note that none of them necessitate punitiveness or restrictiveness (however) the mastery of classroom management skills should not be regarded as an end in itself. (p. 144).*

In reviewing the research on effective classroom management and placing this within the frameworks on effective teaching, in particular the AITSL standards, a consistent understanding of the knowledge and perspectives has evolved. It is clear that effective classroom management is so much more than just rules, rewards and consequences, and that a mastery of classroom management skills is not an end in itself. It is evident from both the research and the standards

that knowing and understanding young people, their needs and underlying motivations for their behaviours will help to inform a teachers instructional and behavioural approach to classroom management and should therefore also inform initial teacher programs in their approaches to effectively teaching classroom management.

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