

Assignment 1: Handbook on promoting a positive learning environment 70%

You are to write a handbook outlining the essential aspects of promoting and maintaining a positive learning environment. You might think of it as a 'survival guide' for teaching practice.

The handbook is to be written as a **user friendly** resource guide – that is, a guide that you can refer to for support when teaching out in schools. It will be your beginning resource for classroom practice that will grow as you progress through your career.

Over time you will internalise these practices (they become automatic). To get an idea of possible formats, examples from previous years are available on Canvas under the assignment button.

A classroom strategy is an identified, practical technique, which assists the teacher's facilitation of the classroom (for example, using praise to encourage the student's cooperation). Your handbook should discuss a substantial number of **classroom strategies**, some, not all of these strategies, will be identified from specific moments in the **Teachers TV video clips** that are shown in lectures and again some strategies, not all, will be supported by referring to a relevant **theoretical approach**. The strategies and theories are sourced from lecture materials, reading materials in the reader and additional resources loaded on the Canvas site. Teacher TV clips will be shown and discussed in lectures and their links provided so you can re-watch the videos by streaming privately. Classroom strategies form the backbone of your assignment.

Links to the Teachers TV video clips provide a practical context for selected strategies.

Inclusion of theory provides a conceptual framework within which selected strategies may be understood.

The style (essay, dot points, tables, diagrams) of your handbook is up to you, but you are required to organize the discussion under the **following three section headings**

provided by Charles (2002) (see Reader: Week One, Lecture One, Charles, C. M.

(2002) *Building Classroom Discipline*, New Jersey:Pearson, 7th Edn.)

1. **Preventative actions** - Maintaining motivation and attention. "You can prevent most misbehaviour if you treat students sensitively, provide an interesting curriculum, and use a helpful teaching style (Charles, 2002, p. 236)."
2. **Supportive actions** - Minimising management problems through pre-emptive and effective classroom management. "Despite your best efforts, students will at times become restive and can easily slip into misbehaviour. This is the time for you to make use of supportive techniques, which are pleasant yet effective in keeping students engaged in their work. You should practice a number of these techniques so you can use them naturally when needed (Charles, 2002, p. 236)."
3. **Corrective actions** - Responding to common and chronic misbehaviour problems when they arise. "We have to accept that while good discipline systems can prevent most misbehaviour, your students will nevertheless break rules at times and you must deal with the transgressions. If you approach misbehaving students in a sensitive manner, you can help them return to proper behaviour with no ill feelings (Charles, 2002, p. 237)."

Please see the Charles reference in the Reader as a further guide to what material is relevant under each of these three sections of your handbook.

There is an art to styling a good handbook. Suggestion is that you imagine yourself on teaching practice - what style would suit a user-friendly, readily digested resource for you to follow? Typically the information should be succinct, readily comprehended, organised and rich in application and understanding.

For more specifics of what content to include see the rubric below:

Note, the rubric calls for a number of references to video clips. A clip may be referenced a number of times. Each reference will count if it refers to a different part of the clip, but keep it sensible, you need to show coverage across a number of clips (at least 4).

Assessment Criteria: See rubric over page.

Length of assignment: 2800 words (excludes references and appendices)

Assessment Due: 1st April midnight by online submission through Canvas

Criteria & Marking Scheme for Assignment 1:

	Fail 0-44%	Fail 45-49%	Pass 50-55%	Pass 56-64 %	Credit 65-74%	Distinction 75-84%	High Distinction 85+	
Overall knowledge of topic	Scant knowledge of principles and concepts	Some knowledge of principles and concepts.	Knowledge of principles and concepts adequate to communicate appropriately in the topic or to serve as a further study		Good knowledge of principles and concepts	Evidence of an understanding of deeper and more subtle aspects of the topic	Demonstrates insight, awareness and understanding of deeper and more subtle aspects of the topic. Ability to consider topic in the broader context of the discipline	70%
Inclusion of strategies	No clear strategies articulated.	Only superficial mention of a few strategies.	An adequate number of strategies outlined (at least 15), and compiled under designated sections * (see above).		Detailed articulation of classroom strategies (at least 20) and compiled under designated sections * (see above).	Detailed articulation of classroom strategies (at least 30) and compiled under designated sections * (see above) AND linked to theoretical perspectives.	Detailed articulation of classroom strategies (at least 30) and compiled under designated sections * (see above) and linked to theoretical perspectives, with penetrating analytical critique and insight.	The e s e C r i t e r i a a r e w o r t h
Teacher TV Video Clips	No clips used.	Linking of clips to strategies not clear.	Some links made (at least 4), relevance only superficial to strategy.		Link clearly established to strategy (at least 5).	Detailed link to strategy, showing expertise in using strategy (at least 7).	Link to strategy shows high expertise in using a range of strategies for composite effect (at least 7).	
Articulation of theorists	No mention of any theorists in handbook.	Only superficial reference made to a small number of theorists (less than 3).	Some useful discussion of a number of theorists (at least 3).		Substantial discussion of a number of theorists (at least 4).	Substantial discussion of a number of theorists (at least 5). Clear links are made with classroom strategies and application.	Substantial discussion of a number of theorists (at least 5). Clear links are made with classroom strategies and application in a manner that indicates a profound regard and capacity to mediate classroom practices.	
Reading	Little evidence of having read any of the reader texts and materials	Some evidence of having read reader texts and materials	Evidence of having read and understood some reader texts and materials		Thorough understanding of reader texts and materials	Evidence of reading beyond reader texts and materials	Strong evidence of independent reading beyond reader texts and materials	
Structure	Haphazard and confusing structure.	Some attempt to arrange essay in the designated layout.	Adequate structure, conforming to designated layout.		Clear use of structure. Layout as required. Readily navigated.	Layout as required. A user friendly package of succinct information and understandings.	Structural complexity excellently arranged. User friendly production with theory and classroom strategies operating in unison as an outstanding aid to future classroom guidance.	
Referencing and Bibliography	No references or no bibliography	Not sufficient detail in referencing and bibliography.	Minimum level of referencing and bibliography		Consistent referencing and bibliography	Referencing system accurate and bibliography detailed. At least 13	Referencing system used thoroughly and precisely, and bibliography extensive. At least 16 from text and internet.	

			Adequate. (At least 10 from text and internet.	adequate. (At least 10)	from text and internet.	
--	--	--	--	-------------------------	-------------------------	--