

# [Creating positive learning environment](https://assignbuster.com/creating-positive-learning-environment/)

The following best defines classroom management models? Models bring together theory and practice as praxisThe aim in presenting the Lyford model of classroom management isTo assist you in creating your own effective models and plans ONCREATING POSITIVE LEARNING ENVIRONMENT SPECIFICALLY FOR YOUFOR ONLY$13. 90/PAGEOrder NowMain parts of the Lyford model? Inputs; filters; classroom management plan; outputsThe model's overarching ecological perspective focuses on accounting forThe complexity of interrelationships between schools, individual children, their families, and the local and wider communitiesIn the Lyford model, a professional philosophy is understood as a statement about: What you believe is important with regards to teaching and learningThe following best describes the Lyford model plan-implement-review cycle? Record the plan of your lessons or units of work, implement the plan and then review what occurredWhich of the following statements about planning for effective classroom management is not true? Making informed decisions about types of intervention strategies, which can be seen as punitive, should occur after the initial implementation cycle of your planTrue or False? The primary outputs of the Lyford model are positive learning environmentsTrueTrue or False? All classroom management models should be underpinned by behaviourist theoriesFalseTrue or False? You should aim to implement your initial classroom management plan within a school term. FalseParts of the model (p40)Knowledge filter
Interpretive filter
Ecological perspective
Sociocutural and psychoeducational perspectives
positive practices and intervention practices
Cycle of reflexivity and the plan-implement-review cycle
Classroom management plan
positive learning environmentKnowledge filterKnowledge and understanding are the primary inputs into a classroom management model.
These are referred to as ﬁlters, because any new knowledge is interpreted through your existing
knowledge. Outputsa successful and satisﬁed teacher and students who belong (safety, happiness,
learning). CLASSROOM MANAGEMENT PLANincluding ecological perspective, sociocultural perspective,
psychoeducational perspective as core considerations, four positive practices, intervention practices,
plan-implement-review cycle and cycle of reﬂexivity as elements of practiceINPUTS: knowledge of and understanding around classroom management and pedagogyFILTERS: knowledge ﬁlter and interpretive ﬁlterEcological perspectiveEcological perspective
This is the overarching perspective that encapsulates all of the parts we integrate within the
Lyford model. It draws heavily on the Ecological Systems Theory of Urie Bronfenbrenner (this is
explained on our Cengage Companion Website), which speciﬁcally focuses on accounting for the
complexity of interrelationships between schools, individual children, their families, and the local
and wider communities. Sociocultural and psychoeducational perspectivesSociocultural perspectives provide explanations for the interactions of each of us with others in
our social group. Psychoeducational perspectives provide explanations about individual beliefs,
thoughts, feelings, emotions and behaviours. Both perspectives draw upon a substantial and
interrelated research base. These perspectives act as core elements for this model and will serve to
explain why you do what you do in the classroom. Positive practices and intervention practicesPositive practices and intervention practices
Positive practices include: relationships and communication; curriculum, assessment and
pedagogy; classroom organisation; and professional reﬂexivity. (See chapters 3, 4, 5 and respectively.) These are evidence-based practices for creating positive learning environments and
responding to various challenging student behaviours. Positive practices are designed to pre-empt
challenging behaviours and create a community of productive learners. Intervention practices are
grouped as psychoeducational, cognitive behavioural and behavioural. (See chapter 7.)
Psychoeducational and cognitive behavioural interventions are generally preferred for students
with chronic challenging behaviours (those behaviours which persist over an extended time and
resist less formal or ad hoc interventions) whereas behavioural interventions are widely regarded
as efﬁcacious for those with more acute challenging behaviours (those behaviours which are very
severe and often endanger the focus student and/or others). Cycle of reﬂexivity and the plan-implement-review cycleCycle of reﬂexivity and the plan-implement-review cycle
Generally speaking reﬂexivity means referring back to self. In this professional context it more
speciﬁcally means referring back to actions taken. Using a cycle of reﬂexivity means that reviews
and reﬂections lead to informed and substantial changes in thinking and subsequently to changes
in practice through the application of new strategies. So, reﬂexivity goes well beyond just thinking
about learning and teaching. The plan-implement-review cycle emphasises that classroom
management practices are an integral part of addressing curriculum requirements and echo the
process of developing curriculum programs and plans. The cycle of reﬂexivity and the plan-
implement-review cycle 'wrap around' our model and provide ongoing inputs into the knowledge
and interpretive ﬁlters. As knowledge and understanding increases and worldviews are revised,
transformations continue to occur. Classroom management planClassroom management plan
It is here that the parts of the model come together in an integrated way. A well-developed
classroom management plan, duly informed by a coherent professional philosophy, in turn
aligned to a logical theoretical approach to classroom management, delivers the primary outputs of
the model; that is, positive learning environments. Positive learning environmentsPositive learning environments
In positive learning environments students recognise that they are valued and belong, feel safe
and happy and learn well, and the teacher is professionally successful (effective) and satisﬁed. Interrelationships among parts of the model
(p8 online)
(p40-47 book)Interrelationships among parts of the model
This section explains the various interrelationships between parts of the Lyford model. You
should remember that models bring together theory and practice in an active way; that is, models
add process to our understandings around theory and practice. Processes, in turn, include inputs
and outputs. KEY THEORIES AND PRINCIPLES
UNDERLYING THE MODEL• Humanist theory
• Knowledge acquisition theory
• Ecological systems theory
• Sociocultural theory
• Psychoeducational theory
• Cognitive behavioural theory. These are coherent with our professional philosophies and our theoretical approach to
classroom management.
(p13 online)
(61 Book)Teaching and learning is about curriculum, assessment and pedagogy, and the development of
socially competent and engaged local and global citizens.
• A sound understanding of theory and research enables effective teaching practice.• Effective teachers proactively engage in cycles of reﬂexivity and professional growth.
• Effective teachers have a clearly articulated professional philosophy and a logical theoretical
approach to classroom management that are coherentwith their classroom management plan/s
andpractices.
• Positive (classroom management) practices should always be applied before intervention
practices.
• Teachers are important and have a long-lasting effect upon their students; effective teaching
facilitates effective learning.
• Effective teachers create positive learning environments for all of their students.
• Classroom management models, plans and practices must be coherent with school and
system-wide policies and practices.
• The principles of sound classroom management apply in early childhood, primary, middle and
secondary school settings.