

Creating positive learning environment



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The following best defines classroom management models? Models bring together theory and practice as praxis
The aim in presenting the Lyford model of classroom management is to assist you in creating your own effective models and plans
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Main parts of the Lyford model? Inputs; filters; classroom management plan; outputs
The model's overarching ecological perspective focuses on accounting for the complexity of interrelationships between schools, individual children, their families, and the local and wider communities
In the Lyford model, a professional philosophy is understood as a statement about: What you believe is important with regards to teaching and learning
The 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 occurred
Which 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 plan
True or False? The primary outputs of the Lyford model are positive learning environments
True or False? All classroom management models should be underpinned by behaviourist theories
False
True or False? You should aim to implement your initial classroom management plan within a school term. False
Parts of the model (p40)
Knowledge filter

Interpretive filter

Ecological perspective

Sociocultural and psychoeducational perspectives

positive practices and intervention practices

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Cycle of reflexivity and the plan-implement-review cycle

Classroom management plan

positive learning environment Knowledge filter Knowledge 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. Outputs a successful and satisfied teacher and students who belong (safety, happiness,

learning). CLASSROOM MANAGEMENT PLAN including 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 practice INPUTS: knowledge of and understanding around classroom

management and pedagogy FILTERS: knowledge filter and interpretive filter Ecological perspective Ecological 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 perspectives Sociocultural perspectives provide explanations for the

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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 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 cycle

Cycle 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 plan

Classroom management plan

It is here that the parts of the model come together in an integrated way. A

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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 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

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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 coherent with their classroom management plan/s and practices.

- 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,

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primary, middle and
secondary school settings.