Assessment 2 –
Philosophy of Teaching and Behaviour Management Plan

Part 1: Philosophy of Teaching

I believe that educators are to effectively plan, implement and evaluate programs for students that will enrich all aspects of their lives in deeper levels of understanding. The primary responsibility for teachers is to promote students' intellectual, social, emotional and physical development to optimal levels whilst they learn. However, this is difficult to occur in a chaotic environment. I believe the prevention of inappropriate behaviour needs to be present within the classroom, as to allow students to be actively engaged in the learning process. This requires an understanding of students and their behavioural choices. I believe behaviour can be determined by the thoughts, ideas and feelings experiences by the individual. Therefore, to establish an environment where instruction and learning can have effect, positive classroom management strategies should be evident in an environment that are supportive of students.

To achieve this, I believe educators need to cater for a differentiated classroom, where they accept, embrace and plan for the fact that students bring, along with many commonalities, essential differences to the classroom. As the thoughts and feelings of students drive the behavioural decisions, teachers need to know their students individually. They can further understand each student's personal skills, behavioural tendencies and learning styles, in order to provide high quality education and learning that is achievable for all students. This will provide all students with opportunities to learn, regardless of their home lifestyle, background and culture, which in turn will promote positive reactions towards the classroom and have an effect on the behavioural decisions students make to those of a positive nature. Here, this allows students to freely demonstrate who they are and the ways in which they learn efficiently.

Furthermore, I feel it depends on the quality of student-teacher relationships within the classroom that maintains this notion of effective learning with limited negative behavioural disruptions. Teachers need to build positive and respectful relationships with their students as this establishes the basis for positive understandings, ideas, thoughts and feelings to exist within students. As students experience a learning environment that supports common respect, encouragement of students, student participation in decision making and promotion of student self-discipline, they develop a sense of value and self-worth where they can become further engaged in the continual learning process, as it is the motivation behind learning.

Thus, to implement positive management in the classroom, strategies such as positive student-teacher relationships, differentiated classroom considerations with equal opportunity to learning, and an environment that promotes value and a sense of belonging, need to be evident.

Part 2: Behaviour Management Theories and Philosophy of Teaching

To align with and support my philosophy above, the Neo-Adlerian theory, based on the writings of Alfred Adler (1870 – 1937), Rudolf Dreikurs (1897 – 1972) and Don and Don Dinkmeyer (Porter, 2007), and the Cognitive-Behaviourism approach can be explored. As mentioned previously, to implement positive behavioural management in the classroom, underlying strategies such as positive student-teacher relationships, differentiated classroom considerations with equal opportunity to learning, and an environment that promotes value and a sense of belonging, need to be evident.

According to Porter (2007), the Neo-Adlerian theory endeavours to increase each student's sense of belonging and subsequent appropriate behaviour by developing a democratic relationship within the classroom, where students and teachers share a mutual respect, cooperation and encouragement (Dinkmeyer et al, 1980; as cited in Porter, 2007; Sargeant, personal communication, 2011). There is a constant struggle where children need to belong and gain that acceptance within the classroom. This supports the notion that students aim to belong amongst their peers and teachers within the school setting. Furthermore, if students become disheartened or discouraged toward their ability to feel a sense of acceptance or mutual respect through pro-social behaviour, they will consequently resort to antisocial behaviour (Porter, 2007) which acts as a means of meeting the fundamental need to belong within a group. Therefore, for students to behave in an appropriate manner, it is essential to provide an environment that fosters positive relationships to support student learning, enhance student wellbeing and strengthen and enrich teaching and learning programs (QCT, 2006). It is through adults' reactions that inform a child of the individual they are and implies the individual they should be (Porter, 2008). Thus, self-esteem is a learned process (Porter, 2008). This infers that students are constantly comparing their self-concept and ideal self, which accordingly forms a level of self-esteem (Porter, 2008). Therefore, as teachers, we need to recognise and promote the competence of each student in all areas of learning (Porter, 2008) regardless of their level of achievement. The Neo-Adlerian theory explains that "students need to know their worth does not depend on how successful they are" (Harrison, 1996; as cited in Porter, 2007, p.100), but rather their ability to endeavour to behave appropriately in the classroom setting. Through such acknowledgement, we can boost each individual student's idea of self esteem.

In addition, the Cognitive-Behaviourism approach suggests that behaviour is controlled by its consequences, as well as students' values, emotions, thoughts within a social setting (Porter, 2007). "Its interventions are directed both at the consequences of behaviour and at altering students'

thoughts and emotions" (Porter, 2007, p.21). To support my philosophy of teaching, as these external factors control the behaviour of students, teachers need to encourage students to decide for themselves on the appropriate behaviour to demonstrate (Porter 2007). For example, when a student feels at ease with the relationships they share with their peers, they will be more willing to demonstrate positive behaviour and act in an appropriate manner. These positive thoughts and feelings act as a catalyst for appropriate behaviour, as their need to belong is not challenged. It is then in the student's interest to satisfy their teacher's expectations about their behaviour (Porter, 2007).

As mentioned, the Neo-Adlerian theory emphasises the importance to accept students (Porter, 2007; Sargeant, personal communication, 2011). Furthermore, as an educator, it is essential to acknowledge all students for who they are and not who they could be (Porter, 2007). This requires teachers to get to know their students individually, in order to better understand and cater for each student's skills, interests and strengths (QCT, 2006). As teachers embrace diversity and plan for a differentiated classroom (Tomlinson, 2005), where varied backgrounds and cultures exist, they can provide all students with the opportunity to learn and achieve their highest potential (QCT, 2006). In response, this positive learning environment will allow students to further accept themselves (Harrison, 1996; as cited in Porter, 2007). The Neo-Adlerian theory advises educators to avoid solely pointing out their student's errors, as this will discourage students from putting any effort into future tasks (Balston, 1992; as cited in Porter, 2007). Students will recognise the fact that their teacher appreciates and acknowledges their preferred learning style, as they develop a program that best caters for their success in learning where they can reach high levels of achievement (QCT, 2006). As educators demonstrate an understanding and consideration for students' and their fundamental need to feel accepted, students will avoid negative thoughts and feelings associated with the lack of belonging, which, in turn, will discourage inappropriate behaviour as students seek the desire for recognition (Porter, 2007).This will have an effect on the student, as they identify their teacher's acceptance for them, as an individual, and as it meets the fundamental need for all students to feel "affection and power to overcome their feelings of inferiority" (Porter, 2007).

Therefore, in alignment and support with aspects of my philosophy, the Neo-Adlerian theory and Cognitive-Behaviourism (Porter, 2007) approach explore similar ideas and attitudes towards behaviour management in the classroom.

Part 3: Behaviour Management Plan

STEPS FOR IMPLEMENTATION AND KEY RESOURCES:

Strategies to Reinforce Appropriate Behaviour:

To underpin the Behaviour Management Plan, there will be a focus on the implementation of positive and practical strategies; such as making choices, responsible thinking, self esteem, anger management, conflict resolution and specific teaching of social skills. These skills will be reinforced each week by;

- A focus skill addressed in assembly and/or a follow-up lesson in classrooms.
- An article regarding the focus skill to be provided for families in the school's weekly newsletter.
- Awards for co-operation and positive behaviour to be presented to students at weekly assembly, who have demonstrated the focus skill.

Strategies to Prevent Inappropriate Behaviour:

In order to prevent inappropriate behaviour, the classroom will be structured and organised through lesson communication and arrangement. The seating configuration will involve small group or a 'horseshoe' seating plan that supports an interactive learning environment, where students are encouraged to cooperate and work collaboratively (Churchill et al, 2011). This will allow students to participate in positive dialogue with their peers, which will in turn, as the Neo-Adlerian theory suggests, create a sense of acceptance amongst students as they become equally involved in the learning processes (Porter, 2007).

Students will have the opportunity to voice their feelings, thoughts and ideas about an issue or concern during one-on-one teacher-student conferences. This will allow the teacher to understand the level of distraction behaviour may cause (Nelson, Lynn & Glenn, 2000).

Making Clear Expectations for Appropriate Behaviour:

"Expectations are clear when they are identifiable and consistent" (Barbetta et al, 2005, p.16). It is important to review expectations and rehearse these rules to help build consistency and minimize the potential for problem behaviours (Barbetta et al, 2005).

To clarify the expectations of appropriate behaviour, the approaches mentioned in "Strategies to Reinforce Appropriate Behaviour" above will be emphasised.

Addressing Inappropriate Behaviour:

When addressing inappropriate behaviour, it is important to implement consequences that are meaningful, age appropriate, enforceable and communicated to students (Porter, 2008). Students will be concerned about fairness and consistency with references to consequences. They need to view these consequences as preventions of their inappropriate behaviour.

Furthermore, when students demonstrate or participate in inappropriate behaviours, they are to follow these steps, where appropriate alternative behaviour is discussed;

    Step 1: Non-verbal warning

    Step 2: Verbal correction and meaningful apology

    Step 3: Loss of privilege, for example, standing by a wall, detention or clean-up duty

    Step 4: Office referral slip to be seen by the school administration, including the principal

Thus, depending on the level of behaviour, consequences are implemented.

Monitoring Student Progress:

Students who consistently demonstrate inappropriate behaviour are referred to a "Student Behaviour Monitoring" booklet. Here, students have their teacher comment on their behaviour and work in class with their signature after each session. The student's parents read the comments daily and display the required signature.

For example,

Date:	Comment on Behaviour and Work in Class and/or Homework:	Teacher's Signature:	Parent's Signature:

Here, students have the opportunity to reflect on their behaviour through a method of self evaluation as they read the comments written and strive for excellence as comments become that of a positive nature.

Identification of Desired Outcomes:

To identify students positive achievement regarding their behaviour, awards for co-operation and positive behaviour to be presented to students at weekly assembly, who have demonstrated the focus skill.

There will be a system of awards, as follows:

> *Step 1:* Once students have received five assembly awards, also called Bronze Awards, students can trade them in for a Silver Award.

> *Step 2:* Once the students have received five Silver Awards, students trade them in for a Gold Award.

> *Step 3:* Once the students have received five Gold Awards, students can trade them in for a morning tea with the principal. The principal will hold quarterly morning teas throughout the year, where he personally invites the students who have received five Gold awards. Here, the principal will provide the food and entertainment.

As mentioned in the Neo-Adlerian theory, this boosts the confidence of each student who strives for this recognition (Porter, 2006). Students will feel a sense of acceptance, as the principal talks with them and recognises their success.

Crisis Plan:

A crisis plan has been developed for students with an account for dangerous behaviour. The response to a violent episode should be automatic, where all individuals respond promptly to signs of this behaviour without hesitation.

In response to violent behaviour, it is important to pursue the following steps:

> *Step 1:* Act calm to help the students to remain calm.
> *Step 2:* Be assertive but not aggressive. It is important not to threaten any students.
> *Step 3:* Do not invade the student's personal space. Allow your expectations to be positively communicated verbally and non-verbally.
> *Step 4:* Send for additional help and guide the rest of the students out of the way.
> *Step 5:* Wait for the help where possible.
> *Step 6:* Use physical intervention as the last option, and only if policies permit and you are trained to do so.

Strategies for Integration with School and other Teacher's Classroom Management Plans:

The implementation of the Behaviour Management Plan for each classroom must be consistent with the school rules and inclusions of the Rights and Responsibilities of all members in the school community (CEAOB, 2009). Teachers may vary their approach, such as the system of consequences and/or rewards for behaviour, from each classroom. However, students will recognise and know the behavioural expectations school-wide.

METHODS OF EVALUATION:

In order to evaluate how effective this behavioural management plan is in its approaches, the following methods of evaluations will be conducted, as to involve each stakeholder of the school:

1. Students will have the opportunity to participate in a survey quarterly, at the end of each term, where they can give feedback on their thoughts towards the teacher.
   Students will also participate in one-on-one student- teacher conferences. During this meeting, the teacher and students can brainstorm possible solutions that will work (Nelson, Lynn & Glenn, 2000) in response to both negative and positive behaviour. This collaborative process with students is suggested in the Cognitive-Behaviourism approach (Porter, 2007).
2. Teachers will participate in a team-teaching program, where teachers will evaluate the efforts of another, as they sit in on the class.
3. Parents are encouraged to provide the school and teachers with valuable feedback on their teachers display in the classroom via letter, e-mail and telephone, which will be based on observations in the classroom, and attitudes towards the management strategies conducted regarding their child's behaviour.

Part 4: Behaviour Management Plan

This is intended to be used by both students and teachers. It will provide a reference point for the Behaviour Management Plan (refer to the page 8).

Strategies include making choices, responsible thinking, self esteem, anger management, conflict resolution and specific teaching of social skills. These skills will be reinforced each week by;

- A focus skill addressed in assembly
- A follow-up lesson in classrooms.
- An article on the focus skill in the school's weekly newsletter for families.
- Awards for demonstrating the focus skill at each assembly.

Let's Reinforce Positive Behaviour. √

Methods of Evaluations:

Students;

- Quarterly survey on teacher and overall atmosphere of the classroom
- One-on-one student-teacher conferences

Teachers;

- Team-teaching program

Parents;

- Provide valuable feedback via letter, e-mail or telephone

System of Awards:

5 Bronze Awards	=	1 Silver Award
5 Silver Awards	=	1 Gold Award
5 Gold Awards	=	Morning Tea with Principal

And Avoid Negative Behaviour.

Strategies to Prevent Inappropriate behaviour:

- Seating configurations, e.g. small group or 'horseshoe' seating plan
- One-on-one teacher-student conferences

Steps in Addressing Inappropriate Behaviour:

1. Non-verbal warning
2. Verbal correction and meaningful apology
3. Loss of privilege, e.g. standing by a wall, detention or clean-up duty
4. Office referral slips to see school administration, including the principal.
5. Referred to a "Student Behavioural Monitoring" booklet.

Student Behavioural Monitoring Booklet:

Teacher is to comment on student's behaviour in class and sign. Parents are to view the booklet and sign. This reflective approach allows all stakeholders to evaluate student's progress.

For example,

Date:	Comments:	Teacher's Signature:	Parent's Signature:

Crisis Plan:

Step 1: Act calm to help the students to remain calm.

Step 2: Be assertive but not aggressive. It is important not to threaten any students.

Step 3: Do not invade the student's personal space. Allow your expectations to be positively communicated verbally and non-verbally.

Step 4: Send for additional help and guide the rest of the students out of the way.

Step 5: Wait for the help where possible.

Step 6: Use physical intervention as the last option, and only if policies permit and you are trained to do so.

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