


Classroom management: various approaches to creating positive learning environments

Theo Wubbels

Faculty of Social and Behavioural Sciences
Utrecht University

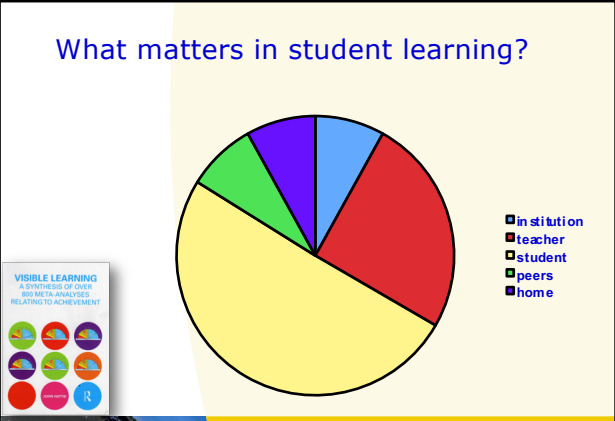
t.wubbels@uu.nl




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What matters in student learning?



- institution
- teacher
- student
- peers
- home





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For to everyone who has, more shall be given, and he will have an abundance; but from the one who does not have, even what he does have shall be taken away

Matthew 25 : 29

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What is classroom management?

The actions teachers take to create an environment that supports and facilitates both academic and social emotional learning.

From a relational perspective:
all teacher actions and associated cognitions and attitudes involved in creating the social emotional aspect of the learning environment.

Evertson & Weinstein, 2006; Wubbels et al., 2014



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What is classroom management?

Actions teachers undertake

- to establish a well-ordered environment so that students can engage in meaningful academic learning, and to enhance student social and moral growth.
- to ensure order and effective use of time during lessons and to create an environment that facilitates both academic and social-emotional learning
- to effectively handle student misbehaviour and disruptions as a prerequisite for creating an orderly environment

Approaches to CM

Behavioral	Behaviorist learning principles
Internal control	
Ecological	
Discourse centered	
Curricular	
Interpersonal	

Approach	Action
Behavioral	Careful observation and analysis of student behavior Rewarding and praising desired student behavior Explaining how rewards can be got Removing reinforcers stimulating undesired student behavior Ignoring undesired student behavior Punishing students for undesired behavior Modelling desired behavior Token reinforcement, earned points credits Shaping through successive approximations Extinction Reinforcing incompatible behaviors Providing relaxation for fears and anxiety Providing time outs Stimulating self-management, self-specification of contingencies, self-reprimands and self-reinforcement

Approaches to CM

Behavioral	Behaviorist learning principles
Internal control	Emotional competence, community
Ecological	
Discourse centered	
Curricular	
Interpersonal	

Approach	Action
Internal control	<ul style="list-style-type: none"> Teaching social emotional skills Building caring relationships Setting firm and fair boundaries to student behavior Sharing responsibilities with students Providing sound reasons for judgments Relating judgments to observations made Explaining reasons for decisions Helping students to focus on rational rather than power arguments Explaining goals/purposes of activities explicitly Providing constructive and adequate feedback (referring to behavior instead of person) Giving feedback without causing humiliation, or loss of face Showing respect Welcoming students and greeting them

Approaches to CM

Behavioral	Behaviorist learning principles
Internal control	Emotional competence, community
Ecological	Facilitate common lesson structures
Discourse centered	
Curricular	
Interpersonal	

Approach	Action
Ecological	<ul style="list-style-type: none"> Developing classroom routines, procedures and group norms Establishing and enforcing a clear set of rules early in the school year Organizing smooth transitions Employing clear desists Keeping corrections small and of low intensity (e.g., eyes, gestures instead of words) Intervening with a private character without interfering the flow of instruction Indicating withitness Attending to two or more events at the same time Signalling that disruptions are being observed and considered a violation of rules Repeating and reminding students of important tasks and instructions Marking lesson transitions clearly Organizing frequent and repeating central, whole class moments Moving between students' seats Providing students with deadlines or timelines Asking other students to join in or give assistance when answering questions or completing tasks Writing a lesson plan on the blackboard Telling students what will happen during the lesson

Approaches to CM

Behavioral	Behaviorist learning principles
Internal control	Emotional competence, community
Ecological	Facilitate common lesson structures
Discourse centered	Smooth task-oriented conversation
Curricular	
Interpersonal	

Approach	Action
Discourse centered	<ul style="list-style-type: none"> Listening actively to students (e.g., their arguments (without directly giving in)) Listening to student conversations Providing students time to understand and practice new patterns of interaction Reconsidering attitudes and perceptions of students' abilities while observing them in atypical activity settings Using communication patterns and participation structures that promote inclusion of students who exhibit communicative differences Being alert to ways communicative behavior of the teacher may constrain instructional discourse Repeating earlier agreements with students Negotiating and at the same time honouring student perspectives and needs Using varying questioning techniques Preventing escalation of conflicts

Approaches to CM

Behavioral	Behaviorist learning principles
Internal control	Emotional competence, community
Ecological	Facilitate common lesson structures
Discourse centered	Smooth task-oriented conversation
Curricular	Intrinsically rewarding learning environments
Interpersonal	

Approach	Action
Curricular	<ul style="list-style-type: none"> Promoting student academic interest Giving abler students assignments which are truly difficult for them to solve Creating authentic practices Presenting real problems Preparing lessons from a content and process point of view Providing structured variety of tasks and classroom activities Providing clear lesson structure Frequent and varied testing Correcting/grading tasks/tests shortly after task/test taking with care and accuracy Clearing up instructional problems that have arisen in previous lessons

Approaches to CM

Behavioral	Behaviorist learning principles
Internal control	Emotional competence, community
Ecological	Facilitate common lesson structures
Discourse centered	Smooth task-oriented conversation
Curricular	Intrinsically rewarding learning environments
Interpersonal	Productive relationships

Approach	Action
Interpersonal	Sending non-verbal messages of rest and control (small gestures, eye contact, emphatic speech) Showing to be in control (central position) Compensating corrections with positive remarks, smiles or acknowledgements of changed behavior Follow correcting students by making rapport Showing feelings and emotions Focusing on cooperation of leader of the peer group Showing rest of class that a relationship is restored after correction Avoiding to be critical of students in front of the class Being aware of students needing individual attention Showing humour Actively engaging in probing for individual students' interests, beliefs and backgrounds Listening to students on school-related and non-related issues Organizing short student-teacher meetings after lesson Speaking with students after lesson or in the hallways Contacting parents of students

Approaches to CM

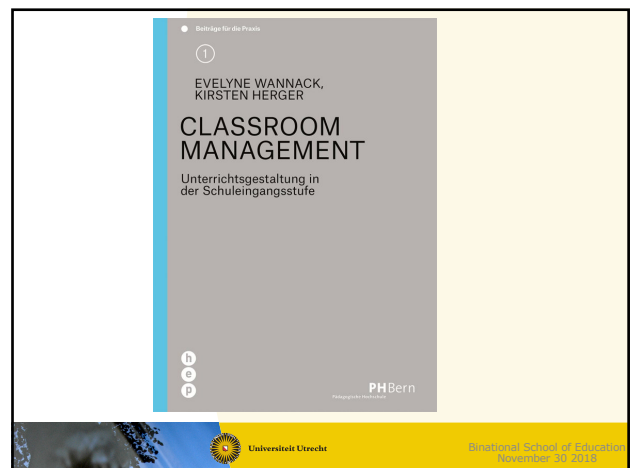
	Slovenia	Turkey	Jordan	Israel	Germany / Switzerland	China	Japan	Sweden
Behavioral					x	x		x
Internal control				x		x	x	
Ecological				x	x			x
Discourse centered					x			
Curricular		x						
Interpersonal	x	x	x					

Ben-Peretz, Eitam & Yankelevitch, 2006; Pšunder, 2005; Haroun & O'Hanlon, 1997; Gencer & Çakıroğlu 2007; Granstrom 2006; Shimahara, 1998; Nishioka, 2006; Ding, Li, Li & Kulm 2008

Approaches to CM

	Slovenia	Turkey	Jordan	Israel	Switzerland	Germany	China	Japan	Sweden
Behavioral						x	x		x
Internal control				x			x	x	
Ecological				x		x			x
Discourse centered						x			
Curricular		x							
Interpersonal	x	x	x						

Ben-Peretz, Eitam & Yankelevitch, 2006; Pšunder, 2005; Haroun & O'Hanlon, 1997; Gencer & Çakıroğlu 2007; Granstrom 2006; Shimahara, 1998; Nishioka, 2006; Ding, Li, Li & Kulm 2008



What is classroom management?

- well-ordered environment
- effective use of time
- environment facilitating academic and social-emotional learning
- effectively handle student misbehaviour and disruptions

CLASSROOM MANAGEMENT: UNTERRICHT

erfassen suchten, leitete er einen Perspektivenwechsel ein. Nicht mehr die Sanktionierung von unangemessenem Verhalten stand im Zentrum des Interesses, sondern die Frage, weshalb es den einen Lehrpersonen besser als anderen gelingt, den Unterricht geschmeidig zu führen. Kounin und Mitarbeitende ar-

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führungen in der Spalte «Hingehend zu ...» zeugen (vgl. Tabelle 1). Es geht nicht mehr so sehr um Ruhe und Ordnung im Unterricht, sondern um das Schaffen einer Spiel- und Lernumgebung, die im Dienste der Differenzierung, der Individualisierung und des selbstständigen Lernens steht. Damit wird nicht nur für die Lehrperson die Unterrichtssituation komplexer, sondern auch für die Kinder (Carter, Doyle 2006). Classroom Management muss deshalb auf die gewählten Unterrichts- und Sozialformen Rücksicht nehmen, soll eine spiel- und lernzentrierte Umgebung geschaffen werden, die aktives kognitives und soziales Lernen der Kinder ermöglicht und die von gegenseitiger Wertschätzung und Anerkennung zwischen Kindern sowie Lehrperson und Kindern getragen ist.

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Gesetzliche Rahmenbedingungen

Lehrplan

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Gesetzlichen Rahmenbedingungen

Approaches to CM

- Behavioral
- Internal control
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- Discourse centered
- Curricular
- Interpersonal

Mit der Verabschiedung des Volksschulgesetzes vom 21. März 2012 im Kanton Bern wird der Kindergarten Teil der Volksschule und somit das eigenständige Kindergarten gesetz aufgehoben. In Abschnitt II des Volksschulgesetzes finden sich die folgenden Aufgaben (Kanton Bern 1992): Dem Kindergarten obliegt es, «das Kind in seiner Entwicklung zu fördern, es in eine erweiterte Gemeinschaft einzuführen und ihm damit auch den Eintritt in die Primarstufe zu erleichtern» (ebd.). Die Primarstufe als Teil der Volksschule «vermittelt jene Kenntnisse und Fertigkeiten, welche die Grundlage für die berufliche Ausbildung, für den Besuch weiterführender Schulen und für das lebenslange

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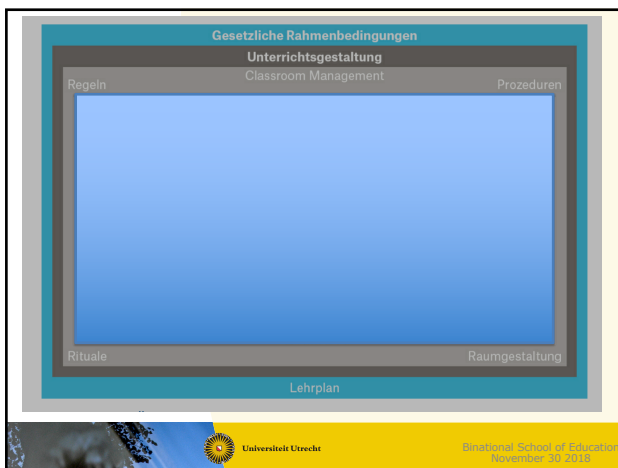
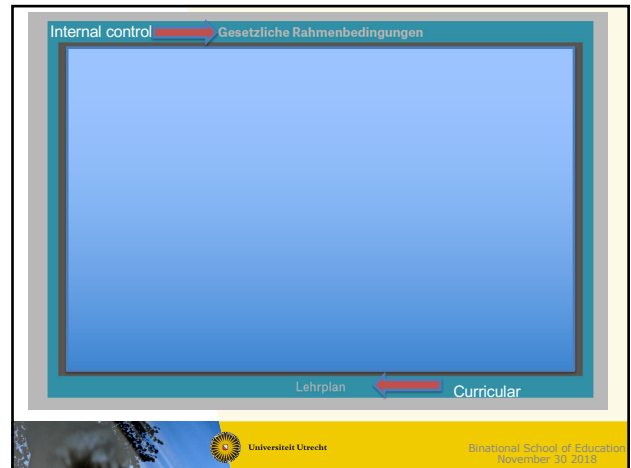
Gesetzlichen Rahmenbedingungen

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schwellen ist. Ein Blick zur entsprechenden Gruppe macht deutlich, dass die Kinder in einen Konflikt geraten sind und diesen lauthals austragen. Die Lehrperson wendet sich der Gruppe zu und macht sie auf die geltenden Regeln aufmerksam. Das Beispiel gibt Hinweise auf zentrale Elemente des Classroom Management wie sie in **Abbildung 2** zu finden sind, und zwar die Raumgestaltung, die Prozeduren und die Regeln. Gemeinsam mit den Ritualen bilden sie ein filigranes Geflecht, das auf die «Errichtung und Aufrechterhaltung von Ordnungs- und Kommunikationsstrukturen» (Schönbächler 2008, S. 23) ausgelegt ist und damit eine unentbehrliche Dimension der Unterrichtsgestaltung darstellt.

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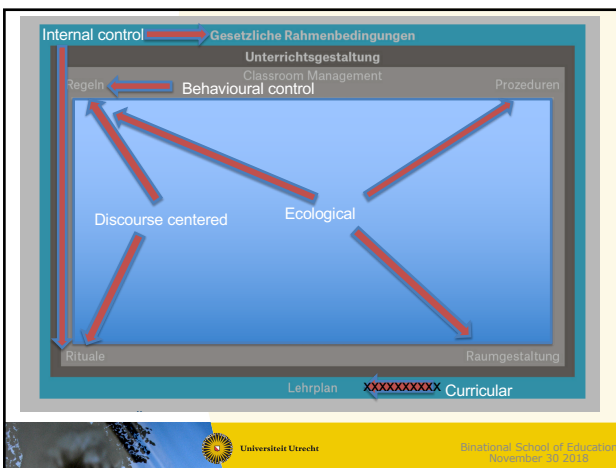
Classroom Management

Elemente	Funktionen
Regeln Regelinhalt Regel Einhaltung	Rhythmisierung
Prozeduren Routinen Übergänge	Strukturierung
Rituale Sozialität Orientierung	Interaktion
Raumgestaltung Aufteilung Einrichtung	Organisation
	Überblick

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Approaches to CM

	Slovenia	Turkey	Jordan	Israel	Switzerland	Germany	China	Japan	Sweden
Behavioral					x	x	x		x
Internal control				x	x		x	x	
Ecological				x	xxx	x			x
Discourse centered					xx	x			
Curricular		x							
Interpersonal	x	x	x		(x)				

Ben-Peretz, Eitam & Yankelevitch, 2006; Pönder, 2005; Haroun & O'Hanlon, 1997; Gencer & Çakiroglu 2007; Grandström 2006; Shimahara, 1996; Nishioka, 2006; Ding, Li, Li & Kulin 2006; Wannack & Heger 2014

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Methods to investigate CM around the world

- Single country studies
- Comparative Research
 - Teaching
 - Classroom management

Comparative Teaching Studies

Variation across countries

	Before 2013	TALIS 2013
Disciplinary actions	1-10 % of teacher actions	
On task student behavior	60-96 % of time	
Off task behavior	2- 10 % of time	
Outside interruptions	10-30 % of lessons	
Teacher controlled interruptions	0-20 % of lessons	
Teacher interruptions student work	10-60 % of lessons	

e.g. Osborne et al 2003; Hiebert et al 2003; Beaton et al 1996; Anderson et al 1989; LeTendre et al 2001

OECD (2014) TALIS 2013 Results: An International Perspective on Teaching and Learning. Paris: TALIS/OECD Publishing.

Figure 6.12
Distribution of class time during an average lesson
Average proportion of time lower secondary education teachers report spending on each of these activities in an average lesson¹

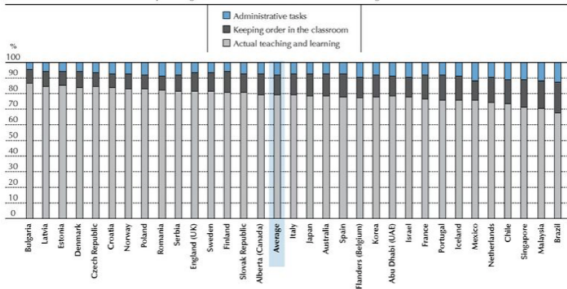
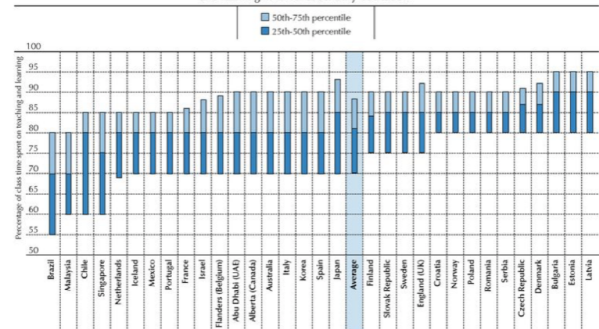
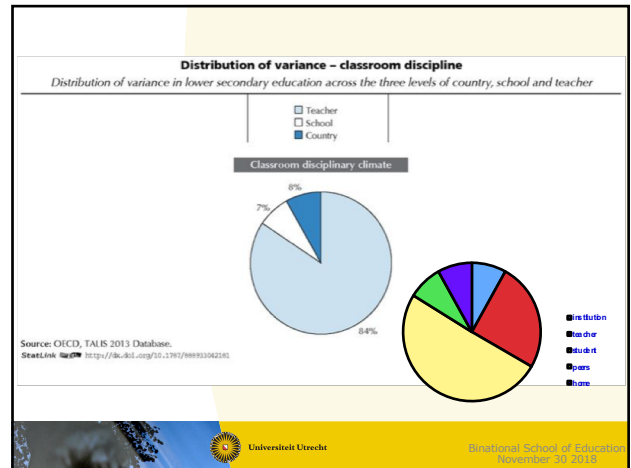
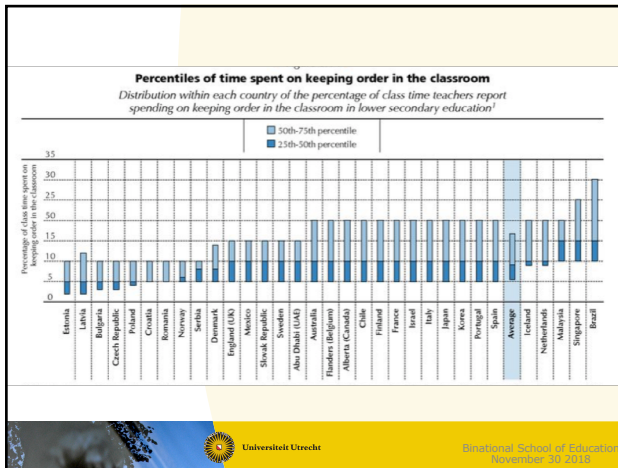


Figure 6.13
Percentiles of time spent on teaching and learning

Distribution within each country of the percentage of class time teachers report spending on teaching and learning in lower secondary education¹





Comparative Classroom Management Studies

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Table 2
Level of perceived classroom misbehavior by setting

Country	Level of perceived misbehavior				
	Nearly all	Most	Some	Hardly any	None
Australia	1	2	33	54	10
Israel	1	2	54	41	2
China	0	2	42	50	6

Table 3
Level of concern by setting

Country	Level of concern				
	Major	Modeste	Minor	Almost none	None
Australia	12	27	25	24	12
Israel	90	10	0	0	0
China	11	26	30	25	8

Comparative Classroom Management Studies

Lewis, Romi, Cui & Katz, 2005
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Table 1 Discipline strategy usage by country (mean, SD, and Cronbach's alpha)

Scale (no. of items)	Australia			China			Israel		
	M	SD	α	M	SD	α	M	SD	α
Punishment (n = 4)	4.66	.19	.78	8.16	.16	.72	3.91	.47	.80
Discussion (n = 3)	0.24	.91	.78	0.64	.56	.61	0.60	.32	.73
Recognition (n = 4)	0.81	.46	.86	0.73	.62	.77	0.93	.36	.78
Aggression (n = 4)	0.61	.26	.60	0.37	.51	.63	0.08	.81	.67
Involvement (n = 3)	1.37	.31	.62	0.70	.14	.61	1.28	.33	.60
Hinting (n = 4)	2.17	.58	.69	0.26	.90	.52	2.88	.77	.66

Comparative Classroom Management Studies

Romi, Lewis & Roache 2013
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Use of aggressive disciplinary techniques

	Israel		Australia		China	
	students	teacher	students	teacher	students	teacher
Yelling in anger	3.9	2.6	3.3	2.3	2.4	2.4
Deliberately embarrass	2.3	1.7	2.2	1.6	2.1	1.8
Group punishment	2.3	1.4	2.8	1.8	2.6	1.7
Sarcasm	3.1	2.2	2.7	1.7	2.1	1.8

Comparative Classroom Management Studies

Romi, Lewis, Roache, & Riley, 2011
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- Results comparative research**
- Similar lesson structures
 - Differences
 - Orderliness
 - Motivation
 - Understanding
 - Self esteem
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- More and more attention in Teacher Education**
- 2007 30% - 2017 75%
 - Still a huge concern for beginning teachers
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Successful classroom managers

- Learning versus noise-free
- Personal acceptance
- Helpful
- Praise
- Humour
- Preparation, organisation
- Early and paced introduction rules
- Modelling
- Early intervention

