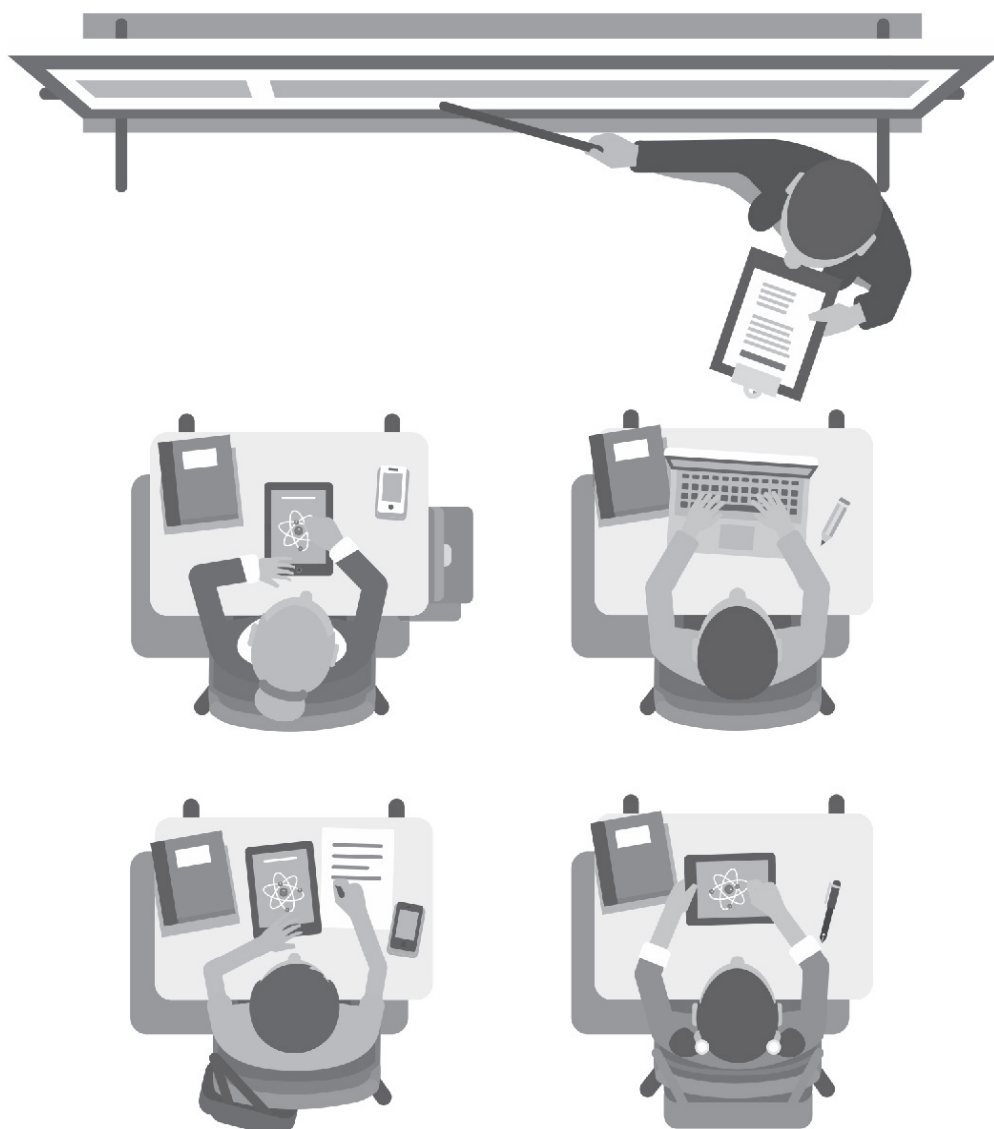




# TEACHER AS MANAGER

ONLY STUDY GUIDE FOR TAM260I

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# PREFACE

We welcome you to the module, **Teacher as Manager** (TAM2601). We hope that you will find this module meaningful, enriching and relevant to your own classroom practice. The purpose of this study guide is to guide and support you on your journey of exploring your role as teacher and manager by focusing your attention on important aspects in the prescribed book and by providing activities which should enhance your knowledge and skills as a manager in the classroom. You should read this study guide and the relevant sections in your prescribed textbook very thoroughly. Try to read as widely as possible on the topic to ensure that you are able to form your own informed opinions creatively, critically and independently about what it means to be a teacher and a classroom manager.

We invite you to participate in a practical way in this module.

## **MODULE OVERVIEW**

The purpose of this module is to explore the role of the teacher as leader and manager in the classroom. The module builds on the discussions of “Being a teacher”, as well as the modules on “Sociology of Education” and the “South African Education System”, and explores issues that will be critical to the successful design and execution of effective classroom management.

All teachers need good classroom management skills to be able to cope with the increasing demands of education and instructional practice. They also need to be aware of the elements that need to be considered in classroom management. How will this module enable you to meet these expectations?

This module will guide your intellectual, scientific and professional development through training in selected aspects of classroom management so that you may experience meaningful task fulfilment. The module builds on the discussions about being a teacher and explores issues that will be critical to the successful design of an effective classroom management environment. This is done by addressing questions such as:

- Who are the learners of today?
- How do I manage myself (as educator) to ensure effective classroom management?
- What does management mean in the context of classroom practice?
- Which related issues need to be understood and applied to further advance effective classroom management?

Your professional development as a classroom leader and manager cannot be achieved based on theoretical content alone – you should supplement your knowledge with practical implementation, in other words, you must integrate theory and practical experience. This means that when you are doing the activities presented in this study guide you should always relate it to your experience as a teacher. If you are not a teacher yet, think back to classroom situations when you were still at school.

## Module-specific outcomes

After completing this module, you should be able to:

- understand key ideas related to classroom management
- adopt and adapt a variety of classroom management roles and strategies
- identify and justify varied strategies for classroom management
- contribute to issues related to effective classroom management

As you will discover, this subject of classroom management is a wide-ranging one and you are encouraged to supplement the activities prescribed in this study guide by doing additional reading. In certain instances, some suggestions will be provided. The best advice is to persevere with a definite, systematic programme of work. We wish you all the best for the semester. If you apply yourself diligently to your studies, you can be assured of success.

## SIGNS AND ICONS USED

The following icons will be used to guide you through each section of this study guide:

| Icon                                                                                | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | <b>Prescribed book.</b> This icon resembles the prescribed book and indicates where the relevant content for the particular topic unit can be found.                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|  | <b>Learning outcomes.</b> This icon indicates what you should know and be able to do after you have studied the specific chapter. If, after having studied the chapter, you are still unsure whether you have achieved the given outcomes, you should study the chapter again.                                                                                                                                                                                                                                                                                                                      |
|  | <b>Take note.</b> This icon indicates <b>important</b> issues that we wish to emphasise.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|  | <b>Activity.</b> This icon indicates that you should do an <b>activity</b> . You are expected to participate actively in the discussions by explaining important concepts, answering questions and applying your knowledge. If you struggle to complete an activity, read the preceding section again and reflect once more on the relevant subject matter. Also keep a lookout for suggestions of additional resources.                                                                                                                                                                            |
|  | <b>Feedback.</b> Note that the feedback will not be a direct answer to the questions asked in the particular activity, but would rather point you to the appropriate answer by doing reflection, doing another activity and/or some additional reading.                                                                                                                                                                                                                                                                                                                                             |
|  | <b>Self-assessment.</b> This icon signals that you should do self-assessment on the most important aspects related to the particular unit. You will note that the particular questions or instructions in the table are linked to the learning outcomes of that unit. It is suggested that you do these activities without referring to the activities you already did – also leave the prescribed book closed. This will give you an indication of how well you understood the relevant topic(s) and will also give you an indication of typical examination questions and instructions to expect. |

## **LEARNING UNIT 1**

The prescribed book for this module is as follows:

Coetzee SA, Van Niekerk EJ, Wydeman JL & Mokoena SP. 2020. *The teacher as classroom manager*. Pretoria: Van Schaik (ISBN 978-0-627-03703 – Available from Van Schaik bookstores).

### ***Additional Sources:***

- Comparing current students to a pre-Millennial Generation: Are they really different? Yahr MA & Schimmel K. 2013.
- African Philosophy of Ubuntu in South African Education. Lefa B. 2015.
- Botho/UBUNTU: The heart of African Ethics. Dolamo R. 2013.
- Special Section: Advancing the Research Scholarship of Bame Nsamenang. Serpell R. 2019.
- African voices on indigenisation of the curriculum. Msila V and Gumbo MT. 2018.

# STUDY UNIT 1

## Understand key ideas related to classroom management

### CONTENT

---

Section 1.1: The millennial generation: understanding and engaging today's learners  
Section 1.2: Self-management for the educator

---

### Section 1.1

.....

#### The millennial generation: understanding and engaging today's learners



#### Learning outcomes

---

After you have studied this **unit**, you should be able to:

- explain the emergence of the millennial generation
  - describe the characteristics and traits of the millennial generation
  - analyse the learning styles of the millennial generation
  - design strategies on how to engage and motivate the millennial generation, inside or outside the classroom
- 

### EMERGENCE OF THE MILLENNIAL GENERATION



#### *Prescribed book*

---

The content for this unit can be found in chapter 1 of the prescribed book.

## INTRODUCTION

In this study unit, we explore the unique characteristics of the millennial generation and discuss how educational expectations and needs of the millennial generation differ from those of their parents and grandparents. We further explore the learning needs of the millennials and how teachers, as managers, can respond to these needs. This understanding is important, because today's learners are growing up in a fast-paced technological environment.

**There are a number of definitions and explanations of the millennial generation, by different authors. Examples of those are:**

- Millennial Generation are most racially and ethnically diverse (Yahr and Schimmel 2013).
- They are special, sheltered, confident, team orientated, conventional, pressured and achieving (Howe and Strauss 2003).



### Note

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Please note that the discussion in this unit focuses on the emergence of the millennial generation, millennial characteristics and traits, learning styles of the millennial generation and understanding and engaging these learners in the 21st century.

---



### Activity

---

Reflect and describe additional characteristics you observe in your learners that distinguish them from learners of previous generations.

---



### Feedback

---

*Howe and Strauss (2003, par. 1.1) provide a list of characteristics of the modern learner. Read through the whole chapter, then reflect on the characteristics of your learners before you add to this list.*

---

## LEARNING STYLES OF THE MILLENNIAL GENERATION



### Read

---

Read more about the learning styles of this generation in paragraph 1.3 of your textbook. Also compare this with the theory on learning styles in paragraph 6.6. The following authors outline different styles of learning, that need to be taken care off, as follows:

- Serpell explains Nsamenang's theory of human development in Africa, as grounded in the cultural heritage, which forms part in how children are raised. For African children

to develop into African adults, there is a need for Africentric focus (his theorisation of human development) (Serpell 2019). This could mean that, the African values are embedded in the learning styles of African children.

- Msila and Gumbo (2018), add a different aspect of learning that, while the world is changing and learning online is gradually taking a larger space, technology in Africanisation, tend to neglect the rural students, since not all students have access to online connectivity. Training the individual is more important in this case.



### Activity

Give practical examples to show how you will accommodate and respond to the learning styles of millennials in your teaching?



### Feedback

*Another way to look at it is to focus on the challenges that are presented to you as the educator by the distinct learning styles of the millennial learner.*

---

## UNDERSTANDING AND ENGAGING TODAY'S LEARNERS IN SOUTH AFRICA

To understand the current generation of students and how educators can create environments that would help them learn, read section 1.3 of the prescribed book. **The following are some of the tools that you can use to engage the learners in class:**

- Videocassette player
- Overhead projector
- Computer
- Electronic white board etc.

**Engaging today's learners is also explained well by Eady and Lockyer (2013), as follows:** Learning through technology has become essential in today's schools. It is important to acknowledge, as in Australia, that technology influences the way people create, share, use and develop information, and the need for young people to be highly skilled in their use of information and communication technologies (ICT).

To access more resources on this and other subjects, you may go to the link under the **Additional Resources** tool on myUnisa and watch a video by Michael Wesch (2007), "What is it like being a student today? ". Although this video refers to college and university students; however, similar experiences are evident in schools.

Another way to access more resources, i.e. e-reserves, are as follows:

1. Go to the Unisa **Library** website
2. On the page, Select **"Find e-reserves and recommended books"**
3. On the next page type in the course code e.g. **HBEDCDP**, and click on **"Submit"**
4. Click on **"ELECTRONIC RESERVES 2019"**
5. You can then open and print/download the articles.

NB: You can also visit this lib-guide for further information:

<https://libguides.unisa.ac.za/request>



### Activity

---

Identify practical ideas that you would incorporate in your classroom, based on the video clip you watched, which will contribute to an effective educational experience for these millennial generation learners.

---



### Feedback

---

*Learners function on a continuum from "engaged" to "disengaged" in a learning situation. To find out where your learners are at, answer the following questions truthfully:*

- *Do you often present material in multisensory and visually rich formats?*
- *Do you provide opportunities for learners to present material to authentic audiences (e.g. presentations to learners, parents, the community)?*
- *Do you allow for learners to move through work material at their own pace?*
- *Do you allow hands-on learning opportunities on a weekly basis?*
- *Do you often allow learners to personalise their learning experience?*
- *Do you often tell stories that are relevant to the concepts and material being taught?*
- *Do you give your learners weekly opportunities to discuss ideas in small groups or within the large groups?*
- *During independent practice, do you answer questions or help individual or small groups of learners?*
- *Do your learners feel that the learning is relevant to them?*

*If you have answered NO to four or more of these questions, your learners are likely to be disengaged from learning in your class.*

---



## Self-assessment

---

*Do the activities suggested for each of the learning outcomes for this study unit to assess your understanding of the millennial generation.*

| <b>LEARNING OUTCOMES</b>                                                                                          | <b>ACTIVITIES</b>                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Explain the emergence of the millennial generation.</i>                                                        | <i>Describe a millennial learner in one sentence.</i>                                                                                                             |
| <i>Describe the characteristics and traits of the millennial generation.</i>                                      | <i>List and discuss the core traits of millennials.</i>                                                                                                           |
| <i>Describe the learning styles of the millennial generation.</i>                                                 | <i>How do millennial learners learn differently from previous generation learners?</i>                                                                            |
| <i>Design strategies on how to engage and motivate the millennial generation inside or outside the classroom.</i> | <i>Design one strategy to engage millennial learners in the classroom.</i><br><br><i>Design one strategy to engage millennial learners outside the classroom.</i> |

## CONCLUSION

Now that you have a good idea of who your learners are, we can move on to the next study unit where the focus will be on your personal management first, before we move on to some key concepts of classroom management.

## Section 1.2

.....

### Self-management for the educator



#### Learning outcomes

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After you have studied this chapter, you should be able to manage your emotions by:

- defining emotional intelligence
  - managing stress
  - managing anger
  - managing conflict and assertiveness
-



## Prescribed book

---

The content for this section can be found in chapter 2 of the prescribed book.

Self-management of the educator is imperative in the classroom situation, as it can lead to, among other advantages, a change in (negative) behavior, health status, self-efficacy and achievement of outcomes (Lorig and Holman: 2003)

## INTRODUCTION

In this unit, you will learn how to manage yourself effectively as an educator. This is an essential precondition to being able to manage your class effectively. This unit therefore addresses a number of issues relating to good self-management, in other words, how to manage your emotions.

- Firstly, the focus is on emotional intelligence.
- Secondly, guidance is provided on how to manage stress as a factor in your life as a teacher.
- Thirdly, the focus turns to anger management. You are thereby empowered to handle the demanding work of an educator in such a way that both you and your learners will benefit.
- Fourthly, the discussion turns to assertiveness and how to manage conflict in the classroom.

## DEFINING EMOTIONAL INTELLIGENCE

In section 1 of the prescribed book, guidelines are provided to help you to acquire a better understanding of handling your emotions as a classroom manager.

Srivastava (2013) defines emotional intelligence as, 'the ability to monitor one's own and other people's emotions, to discriminate different emotions and label them appropriately, and to use emotional information to guide thinking and behavior'. This means, the educator who is emotionally intelligent may use all emotions displayed in the classroom to his/her advantage, by guiding the direction of the lesson.



## Activity

---

What do you understand by the concept "emotional intelligence"?

---

---

---

What positive effect can emotional intelligence have on classroom management?

---

---

---



## Feedback

---

### Rate yourself

| <b>CHARACTERISTICS OF EMOTIONAL INTELLIGENCE</b>                | <b>SCORE OUT OF 5</b> |
|-----------------------------------------------------------------|-----------------------|
| <i>Understanding your own emotions</i>                          |                       |
| <i>Managing your own emotions</i>                               |                       |
| <i>Understanding others (including learners)</i>                |                       |
| <i>Building satisfying relationships (in all walks of life)</i> |                       |

## STRESS MANAGEMENT

It is essential that educators learn to cope with stress and anger in the most efficient way. Stress management is discussed in section 2, chapter 2, of your prescribed book.



### Activity

---

Do interviews with two other educators on the issue of educator stress and report your findings under the following headings:

Identify and describe two main stressors they experience.

---

---

Discuss the consequences of the stress they mentioned.

---

---

Describe past and present coping strategies they used.

---

---

Discuss whether the coping strategies have worked for them.

---

---



## Feedback

---

*Design or re-design a set of coping strategies, which will help them to deal with the particular stressors they are experiencing.*

---

---

## ANGER MANAGEMENT

When faced with a frustrating or anger-producing situation, one can either avoid the situation, deal with the situation destructively or constructively, or change one's attitude (Minnaar & De Kock 2002:84).



## Prescribed book

---

Information on anger management can be found in section 3, chapter 2, of your prescribed book.



## Activity

---

What are the things that make you become angry in class? List them, then design a strategy to cope with each of them.

---



## Feedback

---

*Study the lists of destructive and constructive behaviours described by Minnaar and De Kock (2002). Identify those behaviours you normally tend to follow.*

*If some of them are negative, reflect on how you could change them into constructive behaviour.*

---

---

## CONFLICT RESOLUTION AND ASSERTIVENESS

An emotionally intelligent educator will be in the best position to handle conflict in a mature way, as emotions can flare up easily in conflict situations. In the problem-solving approach to conflict management, conflict is not avoided, compromises are not sought through give and take negotiations, nor is force used to enforce one party's will. Through problem solving, an attempt is made to solve a problem constructively, thereby, serving the vision of the organisation. The steps that can be followed in the problem-solving approach are the same as those for sound decision making (see section 3, chapter 2).

Assertiveness may assist a lot in preventing and resolving conflict. It means being aware of your needs, opinions, feelings, beliefs and expressing yourself appropriately, calmly, clearly, directly and honestly, so that both you and others can keep your/their dignity and self-respect (Amos 1999:48–49). This is not only important when dealing with learners, but also when dealing with colleagues, managers, parents and others.



### Activity

---

What do you understand by the concept “assertiveness”?

First, give your own definition.

---

---

Secondly, give a definition from a recognised dictionary.

---

---

Thirdly, summarise the concept, based on the prescribed book.

---

---

---

---



### Feedback

---

*Describe a brief scenario where you acted in an assertive manner. Support it by referring to the definitions above.*

---

## CONCLUSION

In this chapter we examined the various aspects of teacher self-management. The aim of our discussion was to enable you to experience fulfilment in your career as a result of good self-management.



### Self-assessment

| <b>LEARNING OUTCOMES</b>             | <b>ACTIVITIES</b>                                                                                                                                                                                                                                                                                                                                                                               |
|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Define emotional intelligence</i> | <i>From the list in paragraph 2.1, identify two signs of emotional illiteracy that you are prone to. Develop strategies to help you improve on this.</i>                                                                                                                                                                                                                                        |
| <i>Manage stress</i>                 | <i>Learn about your stress by formulating your own life history of stress as follows:</i> <ul style="list-style-type: none"><li>• <i>identify and describe the stressors</i></li><li>• <i>identify and discuss the consequences of stress</i></li><li>• <i>describe past and present coping strategies</i></li><li>• <i>discuss whether the coping strategies have worked for you</i></li></ul> |
| <i>Manage anger</i>                  | <i>From the list of negative behaviours in paragraph 2.3, select one and reflect on what can be done to prevent it.</i>                                                                                                                                                                                                                                                                         |
| <i>Manage conflict</i>               | <i>Make a list of the steps you have to follow to ensure effective conflict resolution. See paragraph 2.4.</i>                                                                                                                                                                                                                                                                                  |
| <i>Assertiveness</i>                 | <i>What does the acronym, PLANT, mean? (Table 2.1)</i>                                                                                                                                                                                                                                                                                                                                          |

# STUDY UNIT 2

## Varied roles for classroom management

### CONTENT

---

|              |                                            |
|--------------|--------------------------------------------|
| Section 2.1: | Introduction to classroom management roles |
| Section 2.2: | The teacher as leader                      |

---

In study unit 1, section 1.1, you focused on the modern learner as your client. In section 1.2, you addressed your own development and management as a key role player in the classroom environment. In study unit 2, you will start your journey in classroom management by refreshing your basic knowledge on the concept of management, in particular, management in the classroom.

### Section 2.1

.....

#### Introduction to classroom management roles



##### Learning outcomes

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After studying this chapter, you should be able to:

- explain the function of classroom management
  - describe the role of the educator as a classroom manager
  - differentiate between the various approaches to classroom management
  - identify the general management principles that can guide the educator in classroom management
  - identify a variety of skills that the educator will need to be a successful classroom manager
- 



##### *Prescribed book*

---

The content for this chapter can be found in chapter 3 of the prescribed book.

As outlined by Mtsweni (2008), for successful teaching and learning to take place, it is essential that for good discipline to exist in the classroom, where learners are in their best behaviours and the environment is conducive. Therefore, the role of the educator is embedded, as a disciplinarian (managing the learners), amongst others.

## INTRODUCTION

This chapter is an orientation to the basic classroom management tasks. The aim is to give you an opportunity to locate your own knowledge, understanding and skill within the framework of the principal management tasks.

## THE NATURE AND AIM OF CLASSROOM MANAGEMENT

Managing a classroom makes many demands on an educator. In fact, the educator has to take full responsibility for the effective management of everything that happens in the classroom. This implies that you, the educator, must first be able to manage yourself (previous section) in order to be able to manage the following (par. 3.1):

- tasks (things to be done)
- people (learners)
- time (timetable, target dates)
- resources (teaching media, parental support)



### Activity

---

Reflect on and then list the steps you would follow from the time you enter the classroom, through the presentation of the lesson to the end of the learning period.

Now compare your steps with those outlined by Cox, in paragraph 3.1.2 of the prescribed book. Note the differences and similarities.

---



### Feedback

---

*Using Cox's steps again, against each step, write down the things you do in your classroom to make that step happen.*

---

## TECHNOLOGY IN THE CLASSROOM

Education technology innovation outstrips many teachers' ability to integrate new tools effectively into their teaching practice. The challenge continues to be how to empower teachers to invest their time, money and energy in discovering and integrating them into their classroom practice.



### Activity

---

Study the technology adoption models contained in table 3.1. Which model do you think would be the most effective for yourself as a teacher?

---



### Feedback

---

*Analyze the column on the implications, (table) and select most appropriate reasons why you select a particular model in the activity above.*

---

---

## APPROACHES TO CLASSROOM MANAGEMENT

Educators must develop their own approach(es) to classroom management, in line with their own personality, philosophy and teaching style. The approaches discussed in section 3.2 of the prescribed book may serve as a starting point to analyse your own approach.



### Activity

---

Before studying table 3.2, describe your own classroom management style in a paragraph, then compare it with the various styles identified by Ornstein (1990:60).

---



### Feedback

---

*Could you identify your management style? Was it a combination of more than one? Referring to table 3.2, write a motivation for your management style, mentioning the advantages and disadvantages.*

---

## CULTURALLY RESPONSIVE CLASSROOM MANAGEMENT

In most educational contexts, there is an interaction between two or more world views. This means that, in South Africa, we need to take cognisance of the African world view of Ubuntu and the relevance of indigenous knowledge and Africanisation for school and classroom management. Culturally responsive classroom managers should recognise their biases and values, and reflect on how these viewpoints influence the expectations of learner behaviour in the classroom.

Dolamo (2015) insists that, in order for post-colonial Africa to enjoy the dignity that it deserves, it needs to recapture the values and principles enshrined in the philosophy of Botho/Ubuntu, that of becoming humane, only by becoming a member of one's community. This then implies that, the goals of the classroom community become important for each learners' achievement of own goals.

Lefa (2015), adds a good explanation that, Ubuntu is one's individual humanity, expressed in relationship with others, as well as ones' awareness of own being and duties towards others. The classroom situation needs these values, in order for the learners, while learning, ensure that others' learning is also not inhibited as a result of selfishness.



### Activity

Give a short description of what you do, or should do, to ensure that you make room for learners with different cultures in your classroom.

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---



### Feedback

Compare your answer to the model on culturally responsive classroom management, described in table 3.3.

---

## MANAGEMENT FUNCTIONS IN THE CLASSROOM

Everybody expects educators to be good classroom managers. Classroom management may be seen as all the provisions and procedures that an educator uses to create and maintain a classroom environment in which teaching and learning can occur successfully.



### Activity

Planning, organising, leading and controlling were identified as the primary aspects of management at the beginning of chapter 3. Evaluate your management knowledge and skills under the following headings:

- (1) Make a list of all the documents you use for planning in your classroom.

---

---

- (2) Identify the things you do to ensure that your classroom is an organised learning space.

---

---

- (3) Except for being appointed as an educator, what do you need to do to be seen as a leader in the classroom situation?

.....

.....

- (4) Give a brief description of your understanding for the concept “control”.

.....

.....



### Feedback

- (1) Compare your documents to the planning list mentioned in paragraph 3.3.1.
- (2) Compare your answer to the list mentioned under paragraph 3.2.2.
- (3) Compare your answer to the list mentioned in paragraph 3.2.3.
- (4) After reading paragraph 3.3.4, try to answer the question: What is the difference between control and discipline?



### Self-assessment

| <b>LEARNING OUTCOMES:</b><br><b>Activities</b>                                                    | <b>INSTRUCTION:</b><br><b>Observe a lesson of a fellow educator, then use the suggestions below to do the activities in the left-hand column</b>             |
|---------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Explain the function of classroom management.</i>                                              | <i>Could you observe the educator's role as classroom manager?</i>                                                                                           |
| <i>Describe the task of the educator as a classroom manager.</i>                                  | <i>How did the educator go about the lesson? Give a step-by-step description.</i>                                                                            |
| <i>Differentiate between the various approaches to classroom management.</i>                      | <i>Which management approach was evident? Compare to table 3.2.</i>                                                                                          |
| <i>Identify the general management principles that can guide the educator in classroom.</i>       | <i>Could you observe the basic management functions of;</i><br><i>(1) planning</i><br><i>(2) organising</i><br><i>(3) leading</i><br><i>(4) controlling?</i> |
| <i>Identify a variety of skills that the educator will need to manage a successful classroom.</i> | <i>What was the educator's strongest attribute?</i><br><i>Which skills could be developed further?</i>                                                       |

## CONCLUSION

This section provided a brief overview of classroom management to get you thinking about your own classroom management strategies.

## SECTION 2.2

.....

### The educator as leader



#### Learning outcomes

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After you have studied this chapter, you should be able to:

- describe each component of the long-term model of educator leadership
  - describe each component of the short-term model of educator leadership
  - explain how to improve the leadership provided to learners and others by applying the model of educator leadership
- 



#### *Prescribed book*

---

The content for this chapter can be found in chapter 4 of the prescribed book.

## INTRODUCTION

The point of departure in this module is that educators are managers because, in addition to their instructional tasks, some of their daily activities are quite similar to those fulfilled by people in management positions.

They work with and through learners – individually and in groups – as well as with other resources, such as learning support material, to accomplish the desired learning outcomes. They also need to fulfil the four fundamental management functions efficiently, namely:

- planning
- organising
- leading
- control



### Note

---

In this chapter we will focus on leadership as one of the management functions that a teacher fulfils. Leading is a very important facet of the management task of the teacher. The teacher should, therefore, be acquainted with both the long-term and short-term aspects of leadership. The model of long-term leadership is covered in section 4.1 of your prescribed book. You need to study this model before doing the following activities.

---



### Activity

---

From your personal experience, write down the qualities of a leader. Summarise by giving one word that will describe the essence of leadership.

.....

---



### Feedback

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*Leadership is about inspiring persons or groups to such an extent that they willingly and enthusiastically work to accomplish set aims. Taking this description of leadership into account, answer the following questions:*

- (1) *Can educators be considered leaders?*
  - (2) *Why?*
  - (3) *Provide examples of educator leadership.*
  - (4) *Which functions/tasks do educators perform as leaders?*
- .....
- .....
- .....
- .....
- 



### Activity

---

Carefully read section 4.1 on long-term leadership. Draw the model of long-term leadership included in your prescribed book. Alternatively, enlarge it, laminate it and take a photo of where you pinned it up so that you can see it every day.

---



## Feedback

---

- (1) *As part of the long-term leadership provided by the educator, the educator needs to create desirable circumstances in which learners can succeed in their learning. Name three things the educator, as leader, can do to accomplish this.*
  - (2) *Name two long-term leadership actions that an educator will take to empower the learners to develop optimally.*
- 



## Activity

---

Teacher leadership implies managing values. List and describe the values that you would like to promote in your class and then indicate how you would go about making them a part of the normal functioning of your class.

---

---

---

---



## Feedback

---

*The promotion of values in the classroom can contribute towards establishing a classroom climate and culture that is conducive to effective teaching and learning.*

*Now answer the following questions:*

- (1) *Which values need to be promoted for effective teaching and learning to take place?*
- (2) *How can values contribute towards a desirable classroom climate?*
- (3) *What role will an educator's own educational values play in promoting teaching and learning?*
- (4) *How will the educator as leader go about*
  - *identifying desirable values?*
  - *nurturing desirable values?*
  - *modelling desirable values?*
- (5) *Discuss how a teacher can promote the African ubuntu values of humanness, caring, sharing, respect and compassion to build a conducive classroom atmosphere for effective teaching and learning.*

*The characteristics of the teacher, the learners and the classroom situation affect the everyday (short-term or situational) leadership provision of teachers. The model of short-term leadership is covered in section 4.2 of your prescribed book. You need to study this model before doing the following activities.*

---



### Activity

---

Draw the model of short-term (situational) leadership.

---



### Feedback

---

*Draw a duplicate of the situational leadership model, but, in each block, write your own story. For example, in the block on "Characteristics of the educator", what is your view on your learners? Are you task- or people-oriented? And so forth.*

---

## CONCLUSION

In this chapter, we looked at the various aspects of the models of long- and short-term leadership that you can apply to be an excellent leader in the classroom and school context. The aim of our discussion was to enable you to master these models so that you can become an excellent leader.



### Self-assessment

---

| LEARNING OUTCOMES                                                                            | ACTIVITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Understand and describe each component of the long-term model of educator leadership.</i> | <i>Discuss, with reference to the model of long-term leadership, the following:</i><br><br><i>(1) Your vision for the subject or learning area that you teach</i><br><i>(2) How you intend communicating this vision to a specific class that you teach</i><br><i>(3) How you will establish your most cherished educational values to promote a good classroom atmosphere</i><br><i>(4) How you intend developing the human potential of the learners in your class as a long-term leader</i> |

|                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>Understand and describe each component of the short-term model of educator leadership.</i></p>               | <p><i>Reflect on the following questions and try to establish how each affects your leadership style as an educator:</i></p> <ol style="list-style-type: none"> <li><i>(1) How do I view the learners in my class?</i></li> <li><i>(2) Am I task- or person-oriented in my teaching approach?</i></li> <li><i>(3) What is my personality like?</i></li> <li><i>(4) What is the level of my knowledge and experience as an educator?</i></li> <li><i>(5) Do I trust learners and project high expectations onto them?</i></li> </ol> |
| <p><i>Improve the leadership provided to learners and others by applying the model of educator leadership.</i></p> | <p><i>Study the paragraph (par. 4.2.3.6) on the authority of the educator. Identify the various kinds of power, describe them briefly and explain how you would use it against the backdrop of the long-term, as well as the short-term, leadership models.</i></p>                                                                                                                                                                                                                                                                 |

# STUDY UNIT 3

## Varied strategies for effective classroom management

### CONTENT

---

- Section 3.1: Managing the classroom environment  
Section 3.2: Managing learner participation in the classroom
- 

### SECTION 3.1

.....

#### Managing the classroom environment



##### Learning outcomes

---

After studying this chapter, you should be able to develop a positive classroom environment by

- distinguish the features of a classroom as a learning community
  - discussing the stages for building a positive classroom climate
  - reflecting on the classroom as a physical environment
  - managing resources for effective teaching
  - establishing a positive socio-emotional classroom environment by focusing on
    - communication
    - educator–learner relationships
    - peer relationships
  - designing or applying a personal discipline strategy
- 



##### *Prescribed book*

---

The content for this chapter can be found in chapter 5 of the prescribed book.

### INTRODUCTION

According to Van Deventer and Kruger (2003:18), educators create environments that maximise opportunities to learn, where learners are well-managed and motivated to learn.

This chapter focuses on how the educator can make the classroom a more positive learning and social environment.

## LEADERSHIP APPROACHES

Three basic leadership styles (Kruger & Van Schalkwyk) are introduced, namely the autocratic, democratic, and laissez-faire leadership styles. The characteristics of the leader will predispose the leader to a specific style of leadership, such as a more democratic or more autocratic style. The degree to which the leader's style of leadership is accepted will depend on the characteristics of the learners. The interaction between the characteristics of the educator and those of the learners thus leads to the manifestation of a specific style of leadership.



### Activity

Identify the three basic leadership approaches in section 4.2.4 and complete the table below:

| Leadership style | Advantages | Disadvantages |
|------------------|------------|---------------|
|                  |            |               |
|                  |            |               |
|                  |            |               |



### Feedback

*How will the characteristics of the learners and the situation influence the leadership style of the teacher?*

## THE CLASSROOM AS A LEARNING COMMUNITY

Research data indicates that a number of factors could influence the classroom climate. The factors can be clustered into four groups (Van der Horst & McDonald in, *UNISA: The educator as leader, manager and administrator* 2006:34):

- 1 *Ecology* – the **physical aspects** of the classroom: space, furniture, equipment, etcetera
- 2 *Milieu* – that part of the classroom that can be described as the “**feeling**” of the class
- 3 *Social system* – the formal and informal **rules** that guide interpersonal relationships in the classroom
- 4 *Culture* – the values, beliefs, systems and norms existing in the classroom

## MANAGING THE PHYSICAL ENVIRONMENT

The way an educator arranges a classroom conveys a message about his or her expectations of how the room should be used. Careful use of the physical space could make a considerable difference to classroom behaviour.



### Activity

---

Make a drawing of your preferred classroom arrangement. Show all the furniture as well as the learners' and your own position. Briefly give some advantages of your arrangement as well as some disadvantages.

Drawing:

**Advantages:**

---

---

---

**Disadvantages:**

---

---

---

---



### Feedback

---

*Evaluate your classroom drawing by using the five criteria identified by Louisell and Descamps, in section 5.2.*

---

## MANAGING RESOURCES FOR EFFECTIVE TEACHING

One of the main predicaments for educators today is class size. The problem is obviously one of quality (of instruction) versus quantity (number of learners). Many lessons are less than successful, because inadequate and insufficient resources have been prepared.



### Activity

In paragraph 5.3, a number of problems presented by large classes are mentioned. Reflect on them and design a solution to each challenge.

---

---

---

---

---



### Feedback

*Refer to table 5.1 to compare your solutions to the strategies suggested by Van der Horst and McDonald.*

---

## ESTABLISHING THE SOCIO-EMOTIONAL ENVIRONMENT

“The quality of the educator–learner relationship therefore has a dramatic effect on whether a learner’s personal needs are met in the classroom” (Jones & Jones 2001:70). Communication is essential for

- any relationship, especially for the relationship between educator and learner. In fact,
- effective communication skills form the foundation of sound classroom management.



### Activity

Describe how communication takes place in your classroom. For example, when you give learners homework to do.

---



### Feedback

*Use the elements of the communication process, as discussed in paragraph 5.4.2.3, to draw your own model of the communication process.*

---

## ESTABLISHING POSITIVE EDUCATOR-LEARNER RELATIONSHIPS

Self-esteem underlies the emotional connection to learning.

This section of the study material will develop the skills that you need to create a learning environment that supports different dimensions of self-esteem.



### Activity

---

Belvel (section 5.5) mentions four steps for the development of a learner's self-esteem. Design a strategy of your own, for each of these steps, that would enhance learners' participation in your classroom.

---

---

---



### Feedback

---

*Refer to the environmental aspects, as mentioned by Belvel in section 5.5, and indicate how you could use them to assist with the strategies you designed above.*

---

## POSITIVE CLASSROOM CLIMATE

This section focuses on the skill of getting the learning and work done successfully, while everybody enjoys being in your classroom. Aspects that need to be addressed are:

- creating a learning milieu
- learner motivation
- discipline
- rules and procedures
- developing a positive classroom discipline policy
- participation of learners
- guidelines for setting rules
- managing learner behaviour in the classroom



### Activity

---

Provide a copy of your classroom discipline policy here. Summarise only important aspects.

---



## Feedback

---

*Certain conditions are necessary for classroom discipline to work. Does your classroom policy address the following?*

- (1) *The goals and values of the school*
  - (2) *The role of the educator as a professional*
  - (3) *The role of the learner*
- 

## CONCLUSION

The importance of creating a positive classroom environment was discussed in chapter 5.



## Self-assessment

---

| <b>LEARNING OUTCOMES</b>                                                                                                                                                                                                                       | <b>ACTIVITIES</b>                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Distinguishing the features of a classroom as a learning community</i>                                                                                                                                                                      | <i>Figure 5.1 illustrates the features of a classroom as a learning community. Use the contents in each block to describe what is available in your classroom currently.</i> |
| <i>Discussing the stages for building a positive classroom climate</i>                                                                                                                                                                         | <i>Which three phases do a classroom climate go through during its development? In which stage do you find your own classroom climate?</i>                                   |
| <i>Reflecting on the classroom as a physical environment</i>                                                                                                                                                                                   | <i>Describe how you use decorative elements to enhance learning in your classroom.</i>                                                                                       |
| <i>Managing resources for effective teaching</i>                                                                                                                                                                                               | <i>Identify the criteria that you should use when selecting or preparing material and media for the classroom.</i>                                                           |
| <i>Establishing a positive socio-emotional classroom environment by focusing on</i> <ul style="list-style-type: none"><li>• <i>communication</i></li><li>• <i>educator–learner relationships</i></li><li>• <i>peer relationships</i></li></ul> | <i>Identify the barriers to effective communication.</i><br><br><i>Use the guidelines for effective communication to minimise the effect of the barriers.</i>                |
| <i>Designing or applying a personal discipline strategy</i>                                                                                                                                                                                    | <i>Summarise the 20-step discipline model by identifying its four main legs and giving a brief description of each.</i>                                                      |

## SECTION 3.2

### Managing learner participation in the classroom



#### Learning outcomes

---

After you have studied this chapter, you should be able to:

- describe the meaning of learner motivation
  - unpack the learning phenomenon
  - apply cooperative learning models
  - explain how to utilise diversity in the classroom
  - match learning styles with teaching styles for maximum learning success
- 



#### Prescribed book

---

The content for this chapter can be found in chapter 7 of the prescribed book.

## INTRODUCTION

You may have sufficient skills, knowledge and the correct attitude to teach, but if you do not succeed in getting the learners to participate, no learning will take place. In this section, we explore how to manage and organise our classrooms to achieve just that.

In this chapter, the aim is to explore aspects of classroom management that empower the educator to engage learners actively in their learning task.

## LEARNER MOTIVATION

Jones and Jones (2001:178) quote several authors, who state that lessons that engage and motivate learners are a key aspect of effective classroom management. In this section, we shall explore the aspect of learner motivation.



#### Activity

---

Write down your own definition of motivation. Compare your definition with the various definitions in your prescribed book to see which one resembles your ideas most closely.

---

---

---

---



## Feedback

Burden provides four dimensions which could help educators to enhance learners' intrinsic motivation. Complete the following table by cross-checking the strategies for increasing intrinsic motivation, as given by Unisa and Stipek (par. 6.1.2) with Burden's dimensions.

| Dimensions of motivation (Burden) | Interest | Relevance | Expectancy | Satisfaction | Other |
|-----------------------------------|----------|-----------|------------|--------------|-------|
|                                   |          |           |            |              |       |
|                                   |          |           |            |              |       |

## UNDERSTANDING LEARNING

In this section, two main concepts underlying successful learning are discussed, namely constructivism and experiential learning. This knowledge could empower the educator to engage learners actively in their learning task.



## Activity

How do you believe learners learn best? Compare your answer to figure 6.1 and then write down similarities and differences that you could see. (Note: For more information on constructive learning read the notes at:

[www.colcampus.co.za](http://www.colcampus.co.za))

---

---

---



## Feedback

Describe, step by step, how you would apply a specific group learning experience in your classroom. How does it compare with the steps in figure 6.2?

---



## Note

Cooperative learning can be defined as a team approach to learning, where each member of the group is dependent on the other members to accomplish a specific learning task or assignment. Each member takes responsibility for a specific part of the task, which

will contribute to the overall success of the group. At the same time, the group's success is dependent on each member's learning all parts of the lesson. This section will explore the following aspects of cooperative learning:

- What is cooperative learning?
- Why use cooperative learning?
- Components for organising cooperative learning
- Models for cooperative learning
- Making groups work



### Activity

What is the difference between cooperative learning and group work?

.....

.....

Give the various aspects of group learning that need to be planned prior to a lesson, as identified by Louw and Du Toit (2010:60).

.....

.....



### Feedback

Use the same group learning experience from the previous exercise and complete table. Add the planning aspects and complete the last column.

| <b>Group learning phase</b>   | <b>Planning aspect</b> | <b>How/What did you do?</b> |
|-------------------------------|------------------------|-----------------------------|
| <i>Planning prior</i>         |                        |                             |
| <i>Educator's role during</i> |                        |                             |
| <i>Educator's role after</i>  |                        |                             |

## DIVERSITY IN THE CLASSROOM

As schools become more diverse, pressure is being applied on schools, educators and learners to find new approaches to manage diversity in a process that meets the needs of all learners.

The term "**diversity**" originates from the Latin term, *diversus*, meaning more than one; of different kinds or varieties. For centuries, factors such as colonisation, migration, immigration

and war have brought about demographic shifts all over the world. Individuals from varying backgrounds have settled within specific geographic boundaries. Thus, over time, diversity has become typical of all societies, and South Africa is no exception.

Perhaps we need to emphasise, however, that diversity embraces not only ethnic, racial, language and religious groups, but also individuals within every ethnic group, who, for instance, also differ from one another in important ways. Within any one ethnic or racial group, different viewpoints develop, owing to factors such as geographic origins, socioeconomic class and gender. Personal qualities such as personality, aptitude and appearance also introduce differences.



### Activity

---

Discuss five ways in which learners may experience discrimination.

---

---

---

Discuss and give an example of the role of the educator in managing diversity, referring to the following:

The educator's perceptions:

---

---

---

Developing a bias-free classroom:

---

---

---

Developing cross-cultural competence:

---

---

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---



### Feedback

---

*The Department of Basic Education states that educators should monitor their own beliefs, attitudes and behaviours when responding to learners. Some of the ways in which they can do this are:*

- *recognising any biases or stereotypes they may have absorbed*
- *treating each learner as an individual and respecting each learner for the person he or she is*

- *avoiding use of language that is biased and undermines certain groups of learners*
  - *refraining from remarks that make assumptions about a learner's experiences*
  - *considering the unique needs of learners when designing learning programmes and lessons*
  - *constantly re-evaluating their methods of teaching and assessing learners in a diverse setting*
  - *considering different approaches, methodologies and strategies when teaching in their classrooms*
  - *creating opportunities for all learners to participate in activities*
- 

## UNDERSTANDING EXCEPTIONALITY: MULTIPLE INTELLIGENCES

Psychologists and researchers have been unable to formulate a single definition explaining what intelligence is. Howard Gardner proposed a theory of intelligence that suggests that we have multiple intelligences. He listed eight different intelligences. Mandel (2003:47) later added another one and provided a definition for each.

The challenge for the classroom manager (you) is to think about the learners in your class not only from an intellectual or academic point of view, but also to consider them as emotional, social, physical and cultural beings. You therefore have to consider your learners holistically.

It is also important for educators to be aware of the different learning styles, as their preferred classroom management style may benefit certain learners more than others. A learning style can be defined *as a consistent pattern of behaviour* that a learner uses to approach and master learning content. It is therefore important that teachers recognise and understand the different learning styles.



### Activity

---

Define each of the intelligences and indicate how you would cater for each in your classroom environment. Give practical examples.

.....

.....

.....



### Feedback

---

*Study table 6.6 and place yourself as either field-dependent or field-independent. Then look at the characteristics of a learner who is more comfortable in the opposite orientation (see table 6.5). How will you ensure that you cater for the learning needs of such a learner?*

---

## CONCLUSION

In this section, we focused on the educator's task and ability to engage learners effectively and continuously in appropriate learning tasks. To be successful in this endeavour, educators must understand how learners can be motivated.

They must also understand the learning phenomenon from a constructive and experiential perspective; understand and implement cooperative learning strategies; understand and utilise diversity in the classroom; and, finally, understand their own teaching styles to ensure that learners with different learning styles can be accommodated successfully.



### Self-assessment

---

Check if you have mastered the outcomes for this unit by revising them against the activities in the prescribed textbook in the table below.

| <b>LEARNING OUTCOMES</b>                                                       | <b>ACTIVITIES</b>                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Describe learner motivation</i>                                             | <a href="https://www.colcampus.com/courses/1408/pages/what-motivates-learners?module_item_id=21885">https://www.colcampus.com/courses/1408/pages/what-motivates-learners?module_item_id=21885</a>                                        |
| <i>Unpack the learning phenomenon</i>                                          | Read <a href="http://www.colcampus.co.za">www.colcampus.co.za</a> on constructive learning. Compare with figure 6.3, to identify similarities and differences                                                                            |
| <i>Apply cooperative learning models</i>                                       | Select one of the types of small groups from table 6.3.<br><br>Use a specific lesson topic to provide a step-by-step explanation of how it will be conducted in your classroom.                                                          |
| <i>Utilise diversity in the classroom</i>                                      | Imagine you are a new learner. Make a list of all the things and activities in the school and classroom that will be unfamiliar to you. What steps would you like the educator to take, to assist you to adjust to this new environment. |
| <i>Match learning styles with teaching styles for maximum learning success</i> | According to Cottrell (section 7.5), there are nine views on intelligence. Read them and give your own view on each of them.                                                                                                             |

# STUDY UNIT 4

## Issues related to effective classroom management

### CONTENT

---

Section 4.1: Managing parental involvement in the classroom

Section 4.2: Managing classrooms through effective administration

---

## SECTION 4.1

### ..... Managing parental involvement in the classroom

In study unit 4, we discuss three aspects that do not necessarily happen in your classroom, but will have a direct impact on how successful you are in managing everything that happens inside your classroom. The first aspect relates to how successful you are in getting parents and the community involved in your teaching.



#### Learning outcomes

---

After studying this section, you should be able to do the following:

- propose an integrated model for engaging parents in their children's education
  - suggest strategies for conducting interviews with the parents
  - describe ways to evaluate the success of efforts to engage parents
  - outline the nature of collaboration with parents
  - discuss how to communicate effectively with parents
  - list and describe barriers to collaboration with parents
- 



#### Prescribed book

---

The content for this section can be found in chapter 7 of the prescribed book

## INTRODUCTION

The success of any school lies with its people. Whatever education systems are in place at national, provincial or local levels, it is the school management team, educators, learners, parents and community members, who make the system work. Partnerships between these various groups are therefore important for the success of any school. In this chapter, we will focus on the partnerships with parents and the community.

### Defining the term “parent”

Section 7.1 gives the legal definition of a parent, but, in reality, the educator must be prepared to collaborate with anyone caring for the learner, not only the biological parents.

## PARENTS’ RESISTANCE TO INVOLVEMENT IN CLASSROOM MANAGEMENT

Schools are under increasing pressure to develop strategies for securing greater parent involvement.



### Activity

---

Study section 7.1. What are the duties of parents according to the law?

.....

.....

List a number of reasons why parents resist becoming involved in the classroom.

.....

.....

---



### Feedback

---

*Read the rights and duties of parents again in par. 7.1.1.1. Use these to evaluate the reasons why parents resist participation in schools. In other words, how valid are each of these reasons?*

---

## A MODEL FOR PARENT INVOLVEMENT

Educators and parents have frequently been described as natural allies, who share the common goal of wanting children to reach their full potential. Therefore, it makes sense for these two groups of adults involved in the child’s life – parents and educators – to cooperate. In paragraph 7.1.3, you will study ways of involving parents in a coherent manner.



### Activity

Identify the “common characteristics” for successful parent involvement, as described by Dunst and Trivette in the prescribed book, chapter 7, paragraph 7.1.3.

---

---

---



### Feedback

*Study the models described by Swap in chapter 7 of the prescribed book.*

*Which one is closest to the way you currently involve parents in the classroom?*

---

## MANAGING AN INTEGRATED APPROACH TO PARENT INVOLVEMENT

In this section, you will focus on initiating contact with the parents by planning and conducting an interview with the aim of developing an eco-map.



### Activity

Develop an eco-map to use as an interview schedule when you plan to meet with learners’ parents.

---

---

---

---



### Feedback

*Using the information in your eco-map, draw up a list of questions to ask when you first meet the parents.*

---



### Note

---

Collaboration occurs when power and authority are shared and when people are brought together to achieve common goals that could not be accomplished by a single individual or organisation independently. In this section, the focus will be on effective communication with parents. Also, refer back to chapter 6.

---



### Activity

---

How will you overcome the four main barriers to parents' involvement in your classroom?

Time:

---

---

---

Uncertainty:

---

---

---

Cultural differences:

---

---

---

Lack of a supportive environment:

---

---

---



### Feedback

---

*Use the table 7.3 to find ways to overcome parents' resistance to participating in the school experiences of their children.*

---

## CONCLUSION

In this unit, the focus was on involving parents as a valuable resource in the educator's classroom management plan. An integrated approach should be followed to ensure that the parents and community's involvement is sustainable. Applying the information in this section should assist you in your attempts to involve parents in your classroom management plan.



### Self-assessment

---

| <b>LEARNING OUTCOMES</b>                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>ACTIVITIES</b>                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <i>An integrated model for engaging parents in their children's education;</i> <ul style="list-style-type: none"><li>• <i>strategies for conducting interviews with the parents</i></li><li>• <i>ways to evaluate the success of efforts to engage parents</i></li><li>• <i>the nature of collaboration with parents</i></li><li>• <i>communicating effectively with parents</i></li><li>• <i>barriers to collaboration with parents</i></li></ul> | <i>Compile an integrated model for engaging parents in your classroom, addressing each of the bullets in the left- hand column.</i> |

## SECTION 4.2

### ..... Managing classrooms through effective administration



#### Learning outcomes

---

After studying this section, you should have a clear understanding of non-teaching tasks that are mostly done in the classroom and tasks that are mostly done outside the classroom. These include the following:

- managing finances in the classroom
  - updating the filing system
  - managing assessment in the classroom
- 



#### Prescribed book

---

The content for this unit can be found in chapter 8 of the prescribed textbook.

## INTRODUCTION

This chapter focuses on how administrative tasks should be planned or carried out to ensure that they have a positive influence on classroom management. As most schools have policies, strategies and procedures specific to their own situation, the comments made in this chapter are of a general nature only and are aimed at the principles underlying the specific aspects being discussed.

## ADMINISTRATIVE TASKS IN THE CLASSROOM

In this section, we will focus on the task of the register, financial administration, filing systems and control and assessment.



### Activity

Complete the following grid, using various headings to build up a picture of your administrative duties in the classroom:

| QUESTIONS                               | HOW<br>REGULARLY? | WHAT<br>PROCESSES<br>ARE<br>FOLLOWED? | WHAT<br>TRAINING DID<br>YOU GET FOR<br>TASK? | ARE THERE<br>ANY<br>CONTROL<br>MECHANISMS? |
|-----------------------------------------|-------------------|---------------------------------------|----------------------------------------------|--------------------------------------------|
| TASKS                                   |                   |                                       |                                              |                                            |
| RECORD<br>ATTENDANCE                    |                   |                                       |                                              |                                            |
| BALANCE<br>REGISTER                     |                   |                                       |                                              |                                            |
| ANNOUNCEMENTS                           |                   |                                       |                                              |                                            |
| SURVEYS                                 |                   |                                       |                                              |                                            |
| ADMINISTER<br>MONEY                     |                   |                                       |                                              |                                            |
| RCL ELECTIONS                           |                   |                                       |                                              |                                            |
| ACT AS GUARDIAN                         |                   |                                       |                                              |                                            |
| REPORT CARDS                            |                   |                                       |                                              |                                            |
| DETENTION,<br>ASSEMBLY,<br>GROUNDS DUTY |                   |                                       |                                              |                                            |
| CONTACT<br>PARENTS                      |                   |                                       |                                              |                                            |



## Feedback

Select the three duties you are most regularly involved with from the previous table. Complete the table below:

| <b>DUTY</b> | <b>WHAT DIFFICULTIES<br/>DO YOU NORMALLY<br/>EXPERIENCE</b> | <b>PROVIDE A SOLUTION<br/>FOR EACH PROBLEM</b> |
|-------------|-------------------------------------------------------------|------------------------------------------------|
|             |                                                             |                                                |
|             |                                                             |                                                |
|             |                                                             |                                                |

1. ....
2. ....
3. ....



## Activity

Describe the file that teachers must keep, according to the Department of Basic Education, to manage information in their classroom (par. 8.1.3).

.....

.....

.....



## Feedback

Make a list of the sub-sections that should appear in that file.

.....

## IMPACT OF EDUCATIONAL POLICIES ON CLASSROOM MANAGEMENT

Democratic school management and governance require that individual schools have policy-making capacity and school-level accountability.

Although school policies will be made by the school governing body and not all educators are members of the school governing body, all educators have a role to play in policy making, analysis and, especially, implementation (SAOU 2007: 6).



### Activity

---

Analyse and list the steps prescribed for developing a school policy (section 9.2). What is the role of the classroom manager in this?

---



### Feedback

---

*Access the national policy on HIV and Aids (available at: <https://www.education.gov.za/Resources/Policies.aspx>). (If your school has an HIV and Aids policy, you may also do the same with that.) Analyse the policy by summarising the following:*

- (1) The constitutional norms and values and human rights that must be observed or can be promoted when the policy is implemented.*
- (2) Subject educators' obligations with regard to the implementation of the HIV and Aids policy.*
- (3) Classroom educators' obligations with regard to the implementation of universal precautionary measures.*

*Think of practical examples of how you would implement the policy with regard to numbers 2 and 3 above.*

---

## CONCLUSION

Most educator training programmes do not give attention to the administrative tasks required of educators. However, ineffective classroom administration will have a negative effect on overall classroom management.



## Self-assessment

| <b>LEARNING OUTCOMES</b>                    | <b>ACTIVITIES</b>                                                                                                                                                                                                                                                                            |
|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Managing finances in the classroom</i>   | <i>Describe how you manage finances with regard to the following:</i> <ul style="list-style-type: none"><li>• <i>the collection of different kinds of funds</i></li><li>• <i>the handling of cash</i></li><li>• <i>accounting procedures</i></li><li>• <i>reporting procedures</i></li></ul> |
| <i>Updating the filing system</i>           | <i>Obtain a copy of your school's assessment policy or programme. How does it compare with the requirements set out in section 8.1.3?</i>                                                                                                                                                    |
| <i>Managing assessment in the classroom</i> | <i>Compare the assessment data you have to compile, according to your school's assessment policy, to the suggestions put forward under the heading "Record Books", in table 8.1.</i>                                                                                                         |

## CONSOLIDATION

An effective classroom management style will be flexible and will make allowance for particular learning and teaching contexts. As professional teachers, all of us will adopt new classroom management practices over the course of our careers, continually modifying our preferred styles over time.

We hope that these chapters have provided you with an opportunity to expand your teaching and management experiences, so that you are able to develop your own classroom management style.

You can consolidate what you have learnt in the first 8 chapters of the prescribed text book by working through the template (provided in the table below) for a personal classroom management plan. In so doing, you need to reflect on your own situation in terms of the kind of school environment you are working in and the kind of learners you are dealing with (considering their diverse learning needs, from rural learners to millennial generation learners).

## My classroom management plan

| Aspect                                         | Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Philosophy of management                       | In one or two sentences, what is my philosophy of classroom management?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Behaviour expectations                         | What behaviour do I expect from my learners? How can I convey my expectations to my learners?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Preschool check-off                            | What do I need to do before school begins each year?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Aspect                                         | Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Classroom motto                                | What will it be? Will I develop this or should I ask for learner input?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Classroom arrangement                          | How can I arrange my classroom most effectively?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Class rules                                    | Which rules will I have at the beginning of the school year? How will I go about getting learner input?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Hierarchy of consequences for rule infractions | What will I do when a learner breaks a rule? Will I have a hierarchy of consequences?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Motivational strategies                        | Which strategies will I use to motivate learners? Will I rely on extrinsic or intrinsic motivation?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Management procedures and routines             | Which procedures will I use in my classroom?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Instructional planning                         | <p>Which strategies will I use to</p> <ul style="list-style-type: none"> <li>• develop a positive classroom management culture and climate?</li> <li>• build a community in my classroom?</li> <li>• communicate with parents and guardians?</li> <li>• teach self-discipline and cooperation?</li> <li>• teach rules and procedures to my learners?</li> <li>• deal with individual learners and their differences?</li> <li>• prevent discipline problems?</li> <li>• support my discipline programme?</li> <li>• correct discipline problems?</li> <li>• include learners in planning classroom activities?</li> <li>• provide a safe classroom for my learners and myself?</li> </ul> |

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