

Education Research

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Introduction

There are several reasons why classroom management strategies are important. First, they help to ensure that the learning environment is orderly and conducive to learning. Second, they help to prevent disruptions and misbehavior among students. Third, they help to promote positive interactions between teachers and students. Finally, they can help to improve overall student achievement. Classroom management strategies are important because they can impact many different aspects of the learning process. By creating a positive and orderly environment, classroom management strategies can help to ensure that students are able to focus on their studies and make the most of their educational experience. Additionally, by preventing disruptions and promoting positive interactions, classroom management strategies can also play a role in improving student achievement (LePage et al., 2005). Although there is no one perfect approach to classroom management, using a variety of strategies can help to create a positive and effective learning environment for all students.

Description of the syllabus chosen

The chosen education course for this education research paper is the Australian Year 11 English Syllabus. It is a course of study designed to prepare students for the rigors of tertiary level English. The course covers a range of topics including literature, grammar, and writing, and is taught in both classroom and online environments. The syllabus is divided into two parts: Part A and Part B. Part A focuses on the core skills of reading, writing, and oral communication, while Part B expands on these skills by introducing students to more sophisticated literary texts and critical thinking exercises (NSW Education Standards Authority, 2022). Students who successfully complete the Year 11 English Syllabus will be well-prepared for further study in

English at the tertiary level. They will have developed strong skills in reading, writing, and oral communication, and will be able to critically engage with a range of literary texts.

Quality learning environment – AITSL standards

What constitutes a quality learning environment? There is no definitive answer to this question as it will vary depending on the individual and the specific context within which they are learning. However, to ease up the complication regarding what actually makes an environment qualitatively good, the AITSL has prescribed certain standards which will help us to understand how to make a quality environment. The Australian Institute for Teaching and School Leadership (AITSL) standards are a set of eight standards that aim to improve the quality of teaching in Australian schools. The standards are: Professional Knowledge, Professional Practice, Professional Engagement, Leadership for Learning, Student Engagement, Teacher Identity, Community Engagement and Impact on Student Learning (Gannon, 2012).

The two main strategies that I would use for improving the quality of the classroom are active learning and the TEAL strategy. Active learning is a teaching method in which students are actively engaged in the learning process and are encouraged to participate in activities, rather than simply listening to the teacher or reading from a textbook. This type of learning has been shown to be more effective than traditional methods, as it allows students to better retain information and apply it to real-world situations. There are many different ways to incorporate active learning into the classroom, such as group work, hands-on activities, and discussions.

Some main examples are:

Group work: One way to encourage active learning is to have students work in groups on projects or assignments. This allows them to collaborate with their peers, share ideas, and learn from one another. It also gives them a chance to practice communication and teamwork skills.

Hands-on activities: Another great way to engage students in active learning is to provide them with hands-on activities. This could be anything from experiments to field trips to simulations. These types of activities allow students to get involved in the material and really understand it, rather than just memorizing facts.

Discussions: Discussions are another excellent way to promote active learning. When students are encouraged to discuss the material that they are learning, they are more likely to remember it and be able to apply it later on. This is because they are engaging with the material on a deeper level and making connections between what they are learning and real-world situations.

Classroom games: Games can also be a great way to get students actively involved in the material. There are many educational games available that are specifically designed to help students learn. These games can be used to review material or introduce new concepts. They are also a fun and engaging way for students to spend their time in class.

Active learning is an important part of the education process, as it has been shown to be more effective than traditional methods. If you are looking for ways to engage your high school students in active learning, consider some of the ideas listed above. By incorporating these activities into your classroom, you can help your students learn more effectively and prepare them for success in the real world. All of the methods mentioned above would help in the fulfillment of standard 1 “know students and how they learn”, which falls under the domain of Professional Knowledge.

TEAL is a learning strategy that emphasizes collaboration, technology integration, and real-world problem solving. It is designed to prepare students for success in the 21st century.

TEAL stands for Technology-Enhanced Active Learning. This approach to learning integrates technology into the classroom in order to facilitate active learning. In a TEAL classroom,

students use technology to collaborate with each other and solve real-world problems. TEAL has been shown to improve student engagement and achievement. Studies have found that TEAL classrooms have higher levels of student engagement than traditional classrooms. In addition, students in TEAL classrooms have been shown to outperform their peers in traditional classrooms on measures of content knowledge and 21st century skills. This would help me with achieving the standard 3 “Plan for and implement effective teaching and learning”, which comes under the domain of Professional Practice, in the following ways: First, it helps students develop 21st century skills such as collaboration, communication, and critical thinking. Second, it prepares students for success in a global economy. Third, it increases student engagement and motivation. Finally, it provides an opportunity for students to learn in a real-world context (Egeberg et al., 2016).

Intellectual Quality and Significance

There are many indicators of intellectual quality for students. I will describe four different indicators of intellectual quality and propose strategies on how they can be improved. These are higher order thinking, substantive conversation, deep knowledge, and metalanguage (Williams & Wilson, 2012).

Higher order thinking is a term used to describe the level of cognitive processing that goes beyond simple rote memorization. Higher order thinking skills include such things as critical and analytical thinking, problem-solving, and decision-making. The ability to think critically and solve problems is becoming increasingly important in today's society. Many jobs now require higher order thinking skills, and those who lack these skills may find it difficult to succeed in the workplace. There are a number of ways to develop higher order thinking skills. One is to engage in activities that encourage critical and analytical thinking, such as reading,

writing, and participating in discussion groups. Another is to practice problem-solving by working on puzzles or taking on challenging tasks. Finally, making decisions is also a good way to develop higher order thinking skills. The strategies through which we can improve higher order thinking in students are:

1. Asking questions is a great way to encourage higher order thinking in students. By asking questions, students are encouraged to think about the information they are learning and to explore different ways to approach problems.
2. Helping students understand that there are different ways to approach problems is another great way to encourage higher order thinking. When students realize that there is more than one way to solve a problem, they are more likely to explore different perspectives and find creative solutions.
3. Encouraging students to explore different perspectives is another key strategy for promoting higher order thinking. When students are exposed to different points of view, they are more likely to think critically about the information they are learning and to develop their own opinions.
4. Helping students see connections between concepts is another way to encourage higher order thinking. When students can see how different concepts are related, they are more likely to understand the material deeply and to make connections on their own.
5. Finally, encouraging students to reflect on their learning is a great way to promote higher order thinking. When students take time to reflect on what they have learned, they are more likely to remember the information and to apply it in new situations.

The second indicator that I considered here was deep knowledge. Knowledge is considered deep to the extent that it covers the operational fields in depth, detail, and level of specificity. There are certain strategies which can be used to improve deep knowledge:

1. Encourage students to ask questions and probe for understanding.

When students are encouraged to ask questions, they are more likely to probe for understanding.

This means that they will be more likely to delve deeper into the material, looking for connections and nuances that they might otherwise have missed. Asking questions also allows students to check their own understanding as they go along, ensuring that they are keeping up with the material.

2. Help students connect new information to what they already know.

One way to help students deepen their understanding is to ensure that they are making connections between new information and what they already know. When students can see how the new material relates to what they already know, they are more likely to be able to make sense of it and remember it in the future. This is why it is often helpful to start with familiar examples before moving on to more complex material.

3. Encourage students to reflect on their learning and connect it to real-world experiences.

When students take the time to reflect on their learning, they are more likely to be able to see how it applies to the world around them. This can help them make connections that they might not otherwise have made, and it can also help them see the relevance of what they are studying.

Additionally, reflecting on their learning can help students identify areas where they need further clarification or practice.

4. Guide students in generating and testing hypotheses about their world.

Another way to help students deepen their understanding is to guide them in generating and testing hypotheses about the world around them. This process allows students to actively engage with the material, making predictions and trying out different ideas. It also helps them to see how their learning can be applied in real-world situations.

5. Encourage students to take intellectual risks and explore different perspectives.

When students feel safe taking intellectual risks, they are more likely to explore different perspectives. This can help them broaden their understanding of the material, and it can also help them challenge their own assumptions. Additionally, exploring different perspectives can help students develop critical thinking skills that will be useful in all areas of their lives.

The third indicator of intellectual quality is substantive conversation. Substantive conversation is a type of academic discourse that focuses on in-depth discussion of course material. In substantive conversation, students share their ideas and perspectives on the assigned readings, lecture material, or other class content. The goal is to promote critical thinking and help students learn from each other. Substantive conversation requires all participants to be actively engaged in the discussion. To facilitate this, the instructor may pose questions to prompt student thinking, or call on specific students to share their ideas. The discussion should be respectful and civil, with everyone taking turns to speak.

The fourth indicator here is metalanguage. Metalanguage is the language used to describe language. It includes the terms and labels we use to identify and describe features of spoken and written language, such as 'noun', 'adjective', 'past simple' and so on. When we talk about how language works, we are using metalanguage. For example, if we say "The past simple tense is used to describe an action that happened in the past", we are using metalanguage to talk about the function of the past simple tense. Metalanguage can be helpful in classroom teaching as it

provides a shared vocabulary for talking about language. It can also be useful for helping students to reflect on their own use of language and to understand the texts better.

The two standards that will be met using these standards are: standard 4 “create and maintain supportive and safe learning environments”, under the domain of professional practice; and standard 6 “engage in professional learning”, which is under the domain of professional engagement.

Assessing Success

There are a few key ways to assess success in the classroom:

1. Exam results and grades are always a good indicator of how well students are doing. If grades are consistently high, it is a sign that students are understanding and retaining the material.
2. Another way to gauge success is by looking at class participation. Are students engaging in discussion? Asking questions? Answering questions? If so, it means they are paying attention and are interested in the material.
3. Another important factor is student behavior. Are they behaving appropriately in class? Following rules and guidelines? Getting along with their classmates? If so, it is a good sign that they are focused and comfortable in the learning environment.
4. Finally, it is also important to ask students directly how they are doing. This can be done through surveys or one-on-one conversations. If students feel like they are doing well, chances are they actually are (Rowntree, 2015).

Assessing success in the classroom is important in order to ensure that students are actually learning and progressing. By using a few different methods, educators can get a well-rounded sense of how their students are doing.

Conclusion

If a Year 11 English syllabus is to be taught to the students, there are certain strategies which must be considered so that the delivery of the content is effective and useful. There are different AITSL standards which have to be complied with using different methods in the classroom. Certain methods like active learning and TEAL technique would ensure quality learning environment, while intellectual quality can be measured by higher order thinking, deep knowledge, substantive conversation, and metalanguage. The success of these methods can be checked by looking at grades, class participation, student behavior, and taking feedback.

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