FROM BELIEFS TO PRACTICE: AN EXAMINATION OF STUDENTS' AND TEACHERS' VIEWS ABOUT EFFECTIVE CLASSROOM MANAGEMENT

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Declaration

I declare that this thesis is my own account of my research and contains as its main content work which has not been submitted for a degree at any tertiary education institution.

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A note on formatting and style:

This PhD thesis comprises three research papers in peer reviewed journals. Two have

been published, and the third is currently under review. These documents are

incorporated into the thesis along with chapters at the beginning, which have been

provided to introduce and link the manuscripts, and chapters at the end, which present

the major findings and discussion.

ABSTRACT

The purpose of this study is to examine the views of teachers and students about effective classroom management. In studying the convergences between teachers' and students' beliefs, the study clarifies extant research on effective classroom management and broadens the perspective with which it is viewed.

Within a mixed-methods design, the research comprised four complimentary sequences of data collection and analysis. Through surveys and focus groups, students explained they were more likely to behave well for teachers they respect and believe show genuine concern for student welfare and learning. In contrast, students tended to misbehave for teachers who tried to dominate, or who did not seem to care about students or their learning. Further, students appreciated teachers who held them accountable and yet offered them responsibility with support and structure. Students enjoyed and benefited from learning experiences that were varied, engaging and clearly articulated.

Through surveys and interviews, teachers suggested that responsibility and care were fundamental to building effective learning contexts. Both teachers and students indicated that trust and encouragement were fundamental aspects of developing productive teaching and learning relationships, in addition to high expectations. Moreover, this research revealed that both students and the teachers have well-articulated views on what constitutes effective classroom management. It shows quite clearly that whilst students' actions and interactions are quite purposeful, they can also be productively managed by caring, commanding and compelling teachers. These findings are discussed in the context of current approaches to classroom management for prospective teachers, and national professional standards of practice for graduate and experienced teachers.

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Finally, this thesis is dedicated to my mum, who challenged me to make a positive difference in the lives of the students I taught. I hope I've done you proud mum.

LIST OF PUBLICATIONS

Paper 1

Egeberg, H. M., McConney, A., & Price, A. (2016). Classroom management and National Professional Standards for Teachers: A review of the literature on theory and practice. *Australian Journal of Teacher Education, 41*(7), 1-18. doi:10.14221/ajte.2016v41n7.1

Extent of contribution 70% - Helen Egeberg, 15% - Andrew McConney, 15% Anne Price

Paper 2

Egeberg, H. & McConney, A. (2017). What do students believe about effective classroom management? A mixed-methods investigation in Western Australian High Schools. *The Australian Educational Researcher*. doi:10.1007/s13384-017-0250-y

Extent of contribution 80% - Helen Egeberg, 20% - Andrew McConney

Paper 3

Egeberg, H. M., McConney, A., & Price, A. (2018). What do teachers think about successful classroom management? A mixed-methods study in Western Australian high schools. *Under review*

Extent of contribution 70% - Helen Egeberg, 20% - Andrew McConney, 10% Anne Price

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Chapter 1: Introduction

I've come to a frightening conclusion that I am the decisive element in

the classroom. It is my personal approach that creates the climate. It is

my daily mood that makes the weather. As a teacher, I possess a

tremendous power to make a child's life miserable or joyous. I can be

a tool of torture or an instrument of inspiration. I can humiliate or heal.

In all situations, it is my response that decides whether a crisis will be

escalated or de-escalated and a child humanized or dehumanized.

Ginott (1975, p. 15 -16)

Background

Classroom management is a critical challenge for educators and a key factor for effective teaching. It is "the most common concern cited by pre-service, beginning, and experienced teachers as well as being the focus of media reports, professional literature and school staff room conversations" (McCormack, 1997, p. 102). Gerving (2007) found that poor student behaviour was the main contributor to teacher stress, especially in secondary level teachers, which in turn contributes to a significantly higher rate at which teachers leave the profession compared to departure rates in other professions (Ingersoll, 2002; Minarik, Thornton, & Perreault, 2003). Effective classroom management is a crucial element in effective teaching and is often rated first in terms of its impact on student achievement (Brophy & Evertson, 1976; Emmer, Sanford, Clements, & Martin, 1982; Wang, Haertel, & Walberg, 1993).

A teacher's classroom-management approach communicates information about the teacher's beliefs and knowledge of both students and of teaching and learning (Organisation for Economic Co-operation and Development Teaching and Learning International Survey (TALIS), 2009; Shulman, 1987). Just as importantly, "our philosophy about the nature of teaching, learning and students determines the type of instruction and discipline we have in schools and classrooms" (Freiberg, 1999, p.14). In some instances, these beliefs may be based on misconceptions and need to be challenged, in other instances they need to be enhanced and supported by aligning them with good practice. The uniqueness of each classroom and the variety and complexity of tasks that teachers face make it impossible to prescribe specific techniques for every situation. However, it is possible to broaden our specific knowledge and understanding about students and teaching and learning. "Effective classroom management is more than quick-fix strategies or a bag of tricks. It is a purposeful philosophical, ethical and theoretical code of conduct" (McDonald, 2010, p. x).

From the perspective of students, the nature of contemporary education requires that students are managing two key demands at all times: academic task demands (understanding and working with content) and social task demands (interacting with others concerning that content) (Eccles & Midgley, 1989; Eccles & Roeser, 2003). This means that students must simultaneously work at understanding content and finding appropriate and effective ways to participate in order to demonstrate that understanding. The interwoven nature of behaviour and learning is evident from a student perspective but is not always acknowledged by teachers (Brophy, 1988; Woolfolk Hoy & Weinstein, 2006).

From a teacher's perspective, this is the acknowledgement of the dual role of classroom management – managing both behaviour and instruction. In a meta-analysis by Woolfolk Hoy and Weinstein (2006) three key factors appeared that were central to students' perceptions of good teachers – "the ability to establish positive interpersonal relationships with students (that is to demonstrate 'care'); the ability to exercise authority and to provide structure without being rigid, threatening, and punitive; and, the ability to 'make learning fun' by using innovative and creative pedagogical strategies" (Woolfolk Hoy & Weinstein, 2006, p. 183). In contrast, teachers were more focused on order, compliance and on academic concerns, demanding respect for authority before respect for caring. When confronted by student misbehaviour teachers can often become more punitive and controlling in their discipline styles even though research shows the 'get tough' approach to be counterproductive (Hoy, 2001; Smith, Adelman, Nelson, Taylor, & Phares, 1987). Teachers are more likely to ignore the need for relationships and care of alienated students instead focusing on behaviour and academic performance, whereas with more successful students more choice and responsibility is given thereby communicating more care (Brophy 1996; Flowerday & Schraw, 2000).

Teachers and pre-service teachers require support to identify and nurture this interconnectedness of instructional and behavioural management. It is precisely this interwoven nature of behaviour, instruction and care that leads to a view of classroom management as being comprised of three central components: maximized allocation of time for instruction, arrangement of instructional activities to maximize academic engagement and achievement, and proactive behaviour management practices (Sugai & Horner, 2002).

To focus on improving teaching, it is necessary to have a clear vision of what effective teaching looks like (Australian Teacher Performance and Development Framework, 2012, p. 3). The effects teachers have on students and how they produce these effects is not simple and many frameworks have tried to establish or describe "effective" teaching (e.g., Australian Professional Standards for Teachers, Charlotte Danielson's Framework for Teaching adopted in many states of the USA, and UK Teachers' Standards). The Australian Professional Standards for Teachers outline what teachers should know and be able to do at four career stages. They present a picture of the elements of effective teaching organised around the domains of professional knowledge, professional practice and professional engagement. Whilst research including that conducted by Australian Institute for Teaching and School Leadership (AITSL) that lead to the development of the Teaching Standards can provide us with elements of this picture, both students and teachers have strong beliefs about what it takes to be an effective teacher. "To ignore the thinking of these important players is to court failure in teaching and teacher education" (Woolfolk Hoy & Weinstein, 2006, p. 181). Greater understanding of their beliefs, perspectives and practices will not only allow us to create better learning environments for both students and teachers but will yield valuable knowledge for teaching and teacher education.

Contribution to Knowledge

The proposed research is original in that it will be one of the first to *simultaneously* investigate the classroom management beliefs, knowledge and perspectives of two key stakeholders in the field of education: teachers identified by students as being effective and their students within secondary school settings. Whilst there is substantial research on effective classroom management and what it entails (Brophy, 1988; Doyle, 1986; Evertson & Weinstein, 2006; Kounin, 1970; Watson &

Ecken, 2003), much of this involved comparing different groups to examine measurable differences between the classrooms of more and less successful teachers. It should also be noted that these studies used varying definitions of classroom management. The current research will investigate classroom management using more holistic and modern educational concepts of teaching, learning and the organization and facilitation of learners in school classrooms.

Over the last two decades research on teachers' knowledge and beliefs has certainly grown with several investigations into the beliefs of pre-service, novice and experienced teachers (Woolfolk Hoy, & Murphy, 2001; Gencer & Cakiroglu, 2007; Rosas & West, 2009). However, limited examinations of secondary teachers' beliefs about classroom management have been conducted, and even fewer studies have simultaneously investigated teachers' and students' beliefs about classroom management (Woolfolk Hoy, & Weinstein, 2006). This study does precisely that – using a variety of secondary schools we have simultaneously investigated students' and teachers views on effective classroom management. Greater attention to the study of highly regarded teachers, to more closely examining their beliefs and perspectives, as well as those of students, will assist in identifying common factors to elaborate and extend our understanding of effective classroom management.

Research Aims and Questions

In studying the possible convergences and divergences between students' and teachers' beliefs, perceptions and perspectives of effective classroom management; the current study aims to clarify the research on effective classroom management and to broaden the perspective with which it is viewed. If we examine student perspectives of how teachers effectively create and maintain safe and supportive learning environments

and at the same time illuminate the beliefs of student-identified "effective" teachers in terms of classroom management pinpointing their management orientation, the resulting consilience should enable us to discover common principles of effective classroom management. These principles could then be replicated, integrated or developed in both pre-service education and in teacher professional learning contexts, suggesting new ways to encourage and develop these beliefs, and facilitate their translation into practice.

Specifically, this research aims to:

1. Examine students' and teachers' beliefs about creating and maintaining safe and supportive learning environments;

2. Determine the convergence between student and teacher perspectives and suggest ways to assist and support practicing teachers in developing beliefs, knowledge, understanding, and skills that undergird effective classroom management.

3. Clarify, consolidate and extend understanding of the key elements of effective classroom management.

In light of the aims of the proposed research, six research questions were generated:

1. To what extent is there consistency between teacher standards in regards to knowledge and perspectives about effective classroom management, and "advice" found in the research literature?

2. What are secondary students' perceptions of teachers who create and maintain safe and supportive learning environments?

3. What are secondary students' perceptions of the frequency, efficacy and acceptability of various disciplinary interventions?

4. What are secondary teachers' orientations toward classroom management?

5. What are secondary teachers' perceptions of various disciplinary interventions?

6. To what extent is there consilience among teachers' and students' beliefs, knowledge and perspectives about effective classroom management?

Three papers were published as a result of this study, Table 1 outlines the relationship between the study's aims, research questions and the individual papers and parts of the thesis.

Table 1

Relationship Between the Research Aims and Questions of the Study and the Individual

Papers[1]

Title of the paper	Research Questions addressed	Research Aims addressed
Paper 1 Egeberg, H. M., McConney, A., & Price, A. (2016). Classroom management and National Professional Standards for Teachers: A review of the literature on theory and practice. *Australian Journal of Teacher Education, 41*(7), 1-18	**Research Question 1.** To what extent is there consistency between teacher standards in regards to knowledge and perspectives about effective classroom management, and "advice" found in the research literature	**Research Aim 3**
Paper 2 Egeberg, H. M. & McConney, A. (2017). What do students believe about effective classroom management? A mixed-methods investigation in Western Australian High Schools. *The Australian Educational Researcher.* https://doi.org/10.1007/s13384-017-0250-y	**Research Question 2.** What are secondary students' perceptions of teachers that create and maintain safe and supportive learning environments? **Research Question 3.** What are secondary students' perceptions of the frequency, efficacy and acceptability of various disciplinary interventions?	**Research Aims 1, 2 & 3**
Paper 3 Egeberg, H. M., McConney, A., & Price, A. (2018). What do teachers believe about effective classroom management? A mixed-methods investigation in Western Australian High Schools.	**Research Question 4.** What are secondary teachers' orientations toward classroom management? **Research Question 5.** What are secondary teachers' perceptions of various disciplinary interventions?	**Research Aims 1, 2 & 3**

Note. The research questions listed in this table align with the research study as a whole. Specific questions in each individual paper are elaborations of the overarching research questions in this study. **Research Question 6** is addressed within Chapter 5 of this thesis.

[1]From this point forward in the document each paper will be referred to as Paper 1, Paper 2 and Paper 3 as shown in Table 1

Significance of the study

Examining closely the beliefs and perspectives, about effective teaching and classroom management, of those teachers identified by their students as being effective, as well the beliefs and perspectives of the students themselves, will allow common factors (consilience) to emerge to extend and elaborate existing knowledge and approaches. By investigating and analysing the beliefs, knowledge and perspectives of two key groups in the practice of school education – highly recommended teachers and students in a secondary school setting this research will contribute knowledge to an oft cited area of need and concern in education – classroom management.

The research would suggest that teacher education and professional development programs focused on classroom management need to develop teacher efficacy, behaviour and instructional management skills as well as clarify and challenge misconceptions about managing student behaviour. Through clarifying the beliefs, perspectives and practices of those teachers recommended by students as having created and maintained safe and supportive learning environments combined with those of their students, this research will yield valuable evidence-based teaching and teacher practices that will enable us to create better learning environments for both students and teachers. Currently in Australia we are at a juncture in teacher education where the nature and effectiveness of how we have prepared teachers is under a microscope. Several reviews, including those presented by AITSL who provide leadership for commonwealth, state and territory governments to promote excellence in the teaching profession, have suggested that we need to change (Craven, Beswick, Fleming, Fletcher, Green, Jensen, Leinonen, & Rickards, 2015). This study contributes to "modernizing" our understanding and views of effective classroom management as one aspect of effective teaching.

Positionality

As a secondary school teacher for twenty-five years, including periods of time as a Head of Department, and as a Classroom Management consultant, the nuances surrounding the field of effective classroom management have always been an area of great interest and concern. My current position as a lecturer in classroom management at Edith Cowan University has contributed to my insight into this area but has also raised further issues and challenges faced by pre-service and practicing teachers. Whilst this study was certainly led by the idea of capturing the thoughts and views of the young people that we teach, the driving force behind the study was, and continues to be, my concern for the effective training of pre-service and practicing teachers to ensure their continued success in our schools.

Chapter 2: Review of the Research Literature

Before exploring the research literature relevant to this study, it is necessary to clarify the nature and scope of this chapter. The purpose of this review is to provide a brief overview of the research literatures that have informed this study. This chapter is therefore not designed to provide a comprehensive treatment of all of the literature pertaining to this concept, as detailed reviews of the relevant literatures are provided in each paper. In order to avoid being overly repetitive or redundant, what is provided here is a broader appraisal of each of the core literatures.

This review begins with an examination of the research literature on conceptual frameworks underpinning classroom management. What do we know about the various groupings and how has this evolved over time? The research literature relating to the connections and or disconnections between beliefs and practice is then examined with a focus on teachers' perceptions and their self-efficacy in relation to classroom management. The third part provides a review of the research literature related to how teachers gain and or learn their beliefs and practices about classroom management, focusing on what is taught in preservice education and what still needs to be addressed. Lastly, the review addresses the research literature related to student views and how this relates to those of teachers. As depicted in Figure 1, each literature has informed the research questions posed in this study, as well as the empirical and conceptual bases for each paper published in this study.
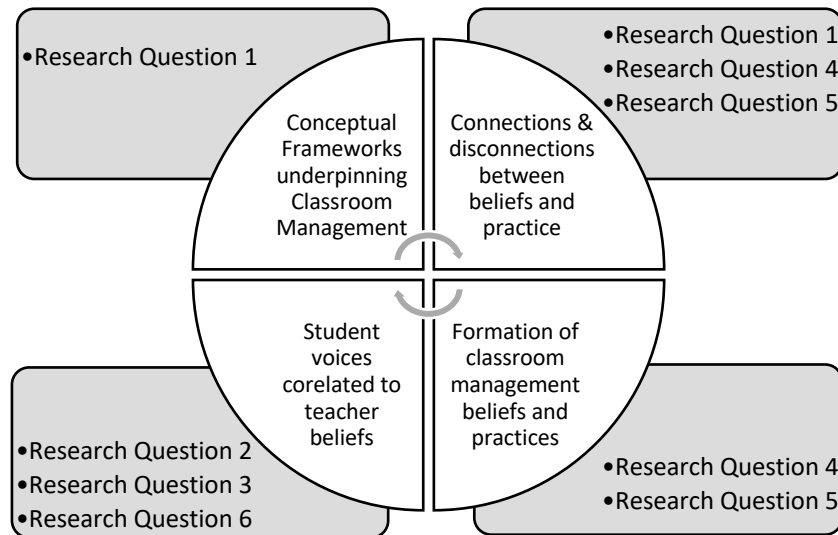
Figure 1. Relationships among the research literatures and the research questions in this study.

Conceptual Frameworks Underpinning Classroom Management

The systematic study of effective classroom management is a relatively recent phenomenon. Prior to the work of Jacob Kounin (1970), little research had been conducted on effective classroom management. Anecdotal advice to teachers was of the "don't smile until Easter" variety and most was based on the old proverb "spare the rod spoil the child". These notions partly arose from the research conducted by Pavlov (1901), Watson (1920), and neo behavourists such as Skinner (1937). Kounin claimed that effective managers succeeded not just because they were good at handling misbehaviour when it occurs but because they were good at preventing misbehaviour from occurring in the first place. Kounin also argued that effective classroom managers focus on creating positive learning environments by preparing and teaching good lessons, and monitoring students as they work (Brophy, 1996).

One way to better understand approaches to classroom management is to understand the conceptual frameworks that categorize them into logical groupings or

types based on the degree of a teacher's control over students' behaviour and the degree of autonomy that should be given to students. Originally adopted to describe parenting styles (Baumrind, 1970) the types of authority – authoritarian, authoritative and permissive – are also widely used to hypothesize approaches to classroom management. How teachers interact with students is often based on their personal sets of beliefs regarding how children develop (Erden & Wolfgang, 2004). The teacher's objectives and approach will vary depending on the theoretical lens through which he or she views their students.

Glickman and Tamashiro (1980) and Wolfgang (1995) developed a framework to explain teacher beliefs along a continuum, with relationship-listening, non-interventionist (permissive) types at the least controlling end; rules/rewards-punishment, interventionist (authoritarian) at the most controlling end; and confronting-contracting, interactionalist (authoritative) in the middle. The non-interventionist, the least directive and controlling, assumes that children develop through unfolding of potential via acceptance and empathy. This approach involves minimal teacher control and assumes students' responsibility for their behaviour; management techniques are nonverbal cueing and nondirective statements (Wolfgang, 1999; Wolfgang, Bennett, & Irvin, 1999; Wolfgang & Wolfgang, 1995).

Interventionists, the most controlling, are at the opposite end of the continuum and emphasize what the outer environment does to shape the human organism in a particular way, via reinforcement and punishment. This approach gives the teacher most power, and is entrusted with selecting the most appropriate behaviour, reinforcing it, and eliminating inappropriate or disruptive behaviour, usually through the use of directive statements, threats and physical intervention (Canter, 1976; Wolfgang, 1999;

Wolfgang et al., 1999; Wolfgang & Wolfgang, 1995). Between these two extremes, interactionalists focus on what the individual does to alter the social environment, as well as what the environment does to shape the individual. Interactionalist (or authoritative) teachers work with students helpfully and respectfully, ensuring learning while preserving student dignity and good teacher-student relationships (Dreikurs, Grunwald, & Pepper, 1982; Albert, 1989; Curwin & Mendler, 1999; Glasser, 2001).

In the early 1970s and continuing through to today the term 'classroom management' and 'discipline' were often used interchangeably where classroom management was seen as separate from classroom instruction (Bellon, Bellon, & Blank, 1992). Research in the 1980s, however, argued that management and instruction are not separate, but are inextricably interwoven and complex. "Classroom management is certainly concerned with behaviour, but it can also be defined more broadly as involving the planning, organization and control of learners, the learning process, and the classroom environment, to create and maintain an effective learning experience" (Doyle, 1986, p. 396).

Today, similar definitions seek to combine behaviour and instruction as "the decisive, proactive, preventative teacher behaviours that minimise student misbehaviour and promote student engagement, and strategic, respectful actions that eliminate or minimise disruption when it arises, to restore the learning environment" (O'Neil and Stephenson, 2011, p. 35). Teachers should certainly ensure that they have variety in their lessons, that they are prepared to teach the lesson and that they are able to make learning interesting but being positive and being able to interact with all students and treat them as people is also important. This clear link between social and academic

issues, between behaviour and instruction, cannot be overlooked (Conway & Foggett, 2017).

This new conceptualisation incorporates a number of tasks; connecting and developing caring and supportive relationships with and among students with high and explicit expectations; organising and implementing instruction that facilitates deep and meaningful learning and encourages student engagement; promoting the development of students' social skills and self-regulation to assist students to clarify challenges and solve problems; and the use of appropriate interventions to assist student with challenging behaviours (McDonald 2010, Evertson & Weinstein, 2006). "Clearly classroom management is a multifaceted endeavour that is far more complex than establishing rules, rewards and penalties to control students' behaviour" (Evertson & Weinstein, 2006, p. 5). These current definitions and ideas on classroom management recognize that in order for students to be successful learners, management and instruction cannot be separated; teachers must be both behaviourally and instructionally intelligent.

Judging effective classroom management is a complex issue, as evidenced in research by De Jong (2005) aimed at identifying best practice in Australian schools. De Jong found that many of the approaches that were identified as best practice "lacked 'hard' evidence to substantiate claims of successful outcomes" (2005, p. 357). There was, however, the indication that successful approaches were contingent on key contributing factors and beliefs, such as; the creation of a safe, supportive and caring environment; inclusiveness which caters for the different potentials, needs and resources of all students; a student-centered philosophy; a quality learning experience; positive classroom relationships; school-based and external support structures; and an

eco-systemic approach to discipline that considers the complex interplay between "environmental, interpersonal and intra-personal factors" (De Jong, 2005, pp. 357-359). Data from Australia indicates that teachers generally describe their classroom management in terms of punishments for inappropriate behaviour and, less frequently, in terms of relationships and quality learning environments (Lewis, 2006). A number of studies conducted in Australia, China and Israel have addressed the effectiveness of a range of classroom management techniques and their impact on student behaviour. Students who had experienced recognition and discussion became more responsible, less distracted, and more positive toward teachers and schoolwork, whilst teacher aggression and yelling in anger, group punishments and humiliations were associated with more student misbehaviour and higher levels of negative student attitudes toward learning (Lewis & Burman, 2008; Lewis, Romi, Qui, & Katz, 2005; Romi, Lewis, & Katz, 2009).

Whilst strong classroom organization and behaviour management skills are critical for education, using methods that produce and increase constructive interactions will result in more successful classroom environments for both teachers and students (Conway & Foggett, 2017; Oliver & Reschly, 2010). Effective classroom management requires more than interventions to respond to misbehaviour or actions taken to maintain a learning environment. It is a complex social, psychological, and emotional process, involving interactions and relationships between teachers and students (Pianta, 2006). The concept of the classroom or school as an ecosystem is critical to understanding ways to encourage and enhance positive learning environments. This ecosystem is affected by student behaviour, teacher behaviour, curriculum content, teaching strategies, the classroom and the school community, and the ways in which these factors combine to produce positive, productive learning environments, not just in

the classroom but across all school settings (Conway & Foggett, 2017). Effective classroom management is a highly complex construct that reaches beyond any simple "quick fix" or "bag of tricks". As teachers strive to create a positive learning environment and community, they must consider the student's developmental and psychological needs, temperaments and cultural backgrounds whilst balancing instructional approaches with management of behaviour – both their own and their students. All of this whilst also self-monitoring and managing relations with students (Martin et al., 2016).

Teacher and student social and emotional development, beliefs, and relationships have become more influential concerns in recent decades (Brophy, 2006). This has been coupled with a clearer appreciation of the power of the relationship to enable both teachers and students to work together. One theme related to classroom management research that has emerged in recent years is that teachers who are effective classroom managers demonstrate an ethos of "warm demander," or as this research has suggested the "benevolent dictatorship". Teachers signify to all that they care for their students and simultaneously hold high expectations for their academic, social, and overall continued success (Poole & Everston, 2013).

Connections and Disconnections between Beliefs and Practices

As many individuals entering teacher education programs, and many teachers, not only lack skills in classroom management, but have attitudes and beliefs that are inconsistent with current research about classroom management, it would seem apparent that we need to assist pre-service and practicing teachers in clarifying and changing misconceptions in their thinking (Brophy, 1988; Sullivan, Johnson, Owens, & Conway, 2014; Sullivan, Johnson, & Lucas, 2016), which will in turn impact their

practice. Self-efficacy is defined as an individual's belief in his or her ability to undertake the actions required to successfully accomplish a specific task in a specific context (Bandura, 1986). These beliefs are also thought to be an important bridge between a teacher's knowledge and skills and their classroom behaviour (Emmer & Hickman, 1991). Self-efficacy in classroom management has often reflected the traditional view concerned with maintaining control and order. To be able to teach effectively and reach instructional goals it is necessary for teachers to deal adequately and swiftly with disruptive behaviour (Brouwers & Tomic, 2000). Whilst this may be true of behaviour management, classroom management requires much greater depth and breadth of understanding. Taking into account the broader conceptualisation of classroom management, O'Neill defines a sense of efficacy in classroom management as "teachers' beliefs in their future capabilities to organise classroom resources, routines, time, and to manage students' attention, socialisation, and behaviour" (O'Neill, 2016, p. 120).

Clearly, according to the researchers, self-efficacy beliefs about behaviour management can be seen as an important pre-requisite for effective classroom practice as well as a factor in teachers' longevity within the teaching profession. A growing body of research has shown that pre-service teachers in Australia tend to report their efficacy in classroom management as moderately high, feeling that they can positively influence student learning and behaviour. (O'Neill & Stephenson, 2012a, 2012b). When individual aspects of managing behaviour were examined, it was apparent that participants felt most efficacious about making their expectations clear and preventing misbehaviours, and less efficacious in getting through to the most difficult students. This was highlighted by Main and Hammond (2008) who found that third-year pre-service teachers in Western Australia had a lower sense of efficacy for managing

challenging behaviours. Even though teacher's beliefs in their ability to manage students was strong, this did not necessarily correlate with an approach that included a wide repertoire of evidence based behaviour management strategies (Main & Hammond, 2008; O'Neill & Stephenson, 2012a).

Perception and reality do not always correlate and whereas educators may report that they feel confident managing student behaviour, this may not be reflected in their practice. It appears their confidence may have been fueled by the short-term success of a range of behaviourist strategies such as the use of rewards, rules, warnings and consequences, rather than their awareness of more complex challenges such as responding to the diversity of student backgrounds and behaviours, engaging all learners and working with a range of stake-holders (Peters, 2012, p. 38). It would seem clear that pre-service teachers need to acquire knowledge, skills, and understanding about how to effectively manage *all* students in the modern-day inclusive classroom, including those displaying challenging behaviours (O'Neill & Stephenson, 2014). Some of that knowledge, skills and understanding can certainly be developed and enhanced in practice but contributing to this success will be the coursework they do pre-service.

Whilst classroom management has been the focus of much research, pre-service and practicing teachers have many different views and beliefs about what exactly it does or should entail. In a 1999 study conducted by Lewis, 294 secondary teachers sampled from 15 metropolitan schools in Melbourne, Victoria, were asked about their current and preferred approach to classroom management. Using a similar framework to that of Glickman and Tamashiro (1980) and later Wolfgang (1995), Lewis (1999 a, 1999b) used the three competing management models of Control, Group Management and Influence. Within the model of Control teachers are in charge, determining a clear

system of rules, rewards and punishments that are applied to students to ensure compliance. The Group Management model is more inclusive, with the teacher and students being responsible for setting norms and ensuring appropriate behaviour and one in which the teacher acts as a guide and leader, organizing students to make their own decisions. The third model of Influence is one in which the student's voice is equal to that of teachers and students are encouraged to learn their own way of behaving within minimum adult control, with the teacher acting as advisor or consultant.

Overall, teachers' *preferred approach* to management practice involved significantly more empowerment of students with more support for both Group Management and Influence than for the Control model. What however should also be noted is that more current *practice* is in many ways the opposite to this with observations indicating that Australian teachers' classroom management practices use a combination of punishments for misbehaviour and, to a lesser extent, reward for appropriate behaviour (Lewis, 2006). Overall, the findings indicated that "teachers' ideas of best management practice involve significantly more empowerment of students than was currently the case in classrooms" (Lewis, 1999c, p. 161).

Formation of Classroom Management Beliefs and Practices

Teachers and pre-service teachers require support to identify and nurture the interconnectedness of instruction and behaviour management. Research on the amount of time given to the teaching of classroom management in universities highlights the lack of education on the fundamentals that underpin effective classroom management (Farkas & Johnson, 1997). One study revealed that only 27% of U.S. universities devoted an entire unit to classroom management with the remaining 73% including classroom management as part of other units (Oliver & Reschly, 2010). The structure of

discipline-based teacher education courses, especially those for secondary education, means that classroom management is often relegated to a few lectures in an educational psychology class or in a curriculum methods unit.

Whilst this is not the case in all countries, for example in Australia, separate classroom management classes for pre-service primary teachers were offered in 68% of universities, with 96% of programs including it as part of classes, a course offered on classroom management at a university often consists of a range of different models and the students are expected to select a model that best suits them (O'Neill & Stephenson, 2012c). These courses "fail to provide students with a comprehensive, coherent study of the basic principles and skills of classroom management" (Evertson & Weinstein, 2006, p. 4). Whilst this may have been attributed to the lack of classroom management knowledge available in the early 80s, or to its misconception as authoritarian discipline, classroom management still constitutes a very minor component of most teacher education programs. Pre-service teachers often do not receive adequate instruction and may not have the opportunity to practice implementing high-quality practices before entering the classroom (Conroy & Sutherland, 2012).

Furthermore, process–product research "has contributed to the development of teaching principles and practices that, when implemented systematically in classrooms can enhance student learning and support positive classroom behaviour" (Gettinger & Kohler 2006, p. 90). Yet, very little has been done to help practicing teachers implement these into their day-to-day teaching practices and classroom processes. Behaviour problems in the classroom have been identified as a factor in the retention of teachers to the profession. The Australian Education Union (2006) national survey of 1200 beginning teachers identified behaviour management as the second most

significant concern, after workload, for newly qualified teachers. Further, several studies have identified behaviour problems in the classroom as a significant factor in the stress and burnout for both novice and experienced teachers (Griffith, Steptoe, & Cropley, 1999; Martin, Linfoot, & Stephenson, 1999; Ingersoll 2002; Ingersoll & Smith 2003; Kokkinos, 2007; Richards, 2012). Many teachers frequently report that difficulties with classroom and behaviour management are related to teacher attrition and their intentions to leave teaching (Ingersoll & Perda, 2010; Sutton, Mudrey-Camino, & Knight, 2009; Buchanan, 2010, 2012; Tiplic, Brandmo, & Elstad, 2015). New teachers report that challenging behaviour and classroom management is their top professional development need (Sugai & Horner, 2002; Monroe, Blackwell, & Pepper, 2010), yet in-service professional development on classroom management for teachers is scarce (Westling, 2010).

It is clear from the research that teacher education and professional development classroom management programs need to not only develop teacher efficacy and behaviour and instructional management skills. As many individuals entering teacher education programs have attitudes and beliefs that are inconsistent with current research about classroom management it would seem apparent that pre-service teachers also need assistance in clarifying and possibly challenging misconceptions in their thinking (Brophy, 1988: Sullivan, Johnson, Owens, & Conway, 2014; Sullivan, Johnson, & Lucas, 2016). Part of the aim would be to dispel the myth of "neat answers that can be packaged or prescribed" (Bromfield, 2006, p.191). They must develop an understanding of the individualistic, complex and constructed nature of student behaviour and the role of teachers as reflective practitioners who can analyse and respond to student needs and critique their own practice. That is not to say that pre-service teachers should not be introduced to a wide array of specific strategies, but these need to be taught in

conjunction with opportunities to apply and reflect on them in situations that require considerations of all aspects of students' development and the learning environment (Peters, 2012, p. 38).

Student Voices Correlated to Teacher Beliefs

As teachers spend considerable time with their students, it is essential that discussion about management of behaviours focuses on their perceptions, but equally as important are the views of the students themselves. Whilst teachers report that disciplining students is time consuming and frustrating (Davidson, 2009) a question that could be asked is whether the teachers also identified why students were misbehaving. From the perspective of students, teachers who are caring and responsive to student needs encourage and more often than not obtain, pro social behaviours in their classrooms (Conway & Foggett, 2017).

Interestingly, teachers generally describe their management in more inclusive ways than do their students. When asked, teachers suggest that they place greater emphasis on discussions, recognising good behaviour and student involvement in decision-making and much less reliance on punishment and aggressive techniques, such as group detentions, yelling in anger and sarcasm (Lewis, Lovegrove, & Burman, 1991; Lewis, 2001, 2006). Students however would suggest that many teachers rely too heavily on threats, intimidation and coercion rather than building relationships and seeking to understand the students they teach. According to Lewis (2001), secondary school students reported experiencing more coercive teacher strategies and less sense of inclusion than did primary school students, unless they were students more interested in schoolwork. Both primary and secondary school students reported frequent teacher use

of aggressive strategies (Roache & Lewis, 2011b; Romi, Lewis, Roache, & Riley, 2011).

As well as some disparity between teachers' and students' views of how teachers approach classroom management there is also some divergence of causes identified for classroom misbehaviour. Teachers tend to attribute student misbehaviour to child and family factors (Kulinna, 2007; Mavropoulou & Padeliadu, 2002). Students however, are more likely to attribute greater responsibility for their disturbances to their need for attention and meaningful learning (Cothran, Kulinna, & Garrahy, 2009) or to opposition to teachers' stances towards them characterised as unfair, insensitive and even negligent (Miller, Ferguson, & Byrne, 2000; Tirri & Puolimatka, 2000; Wentzel, 2002). Very little research has been completed that targets the views of students in regard to why misbehaviours are occurring and how they should be managed.

An intensive study of the beliefs, knowledge and perspectives of two key groups in the practice of school education –students in a secondary school setting and the teachers they suggest create and maintain safe and supportive learning environments - will help to develop the repertoire of beliefs, knowledge, and practices that could be incorporated into teacher education and professional development programs. This will also contribute knowledge to an often-cited area of need and concern in education – classroom management. This research aims to contribute to this significant gap in the research on classroom management. The following three published papers provide a comprehensive review of the literature and present the voices of teachers and students.

Chapter 3: Research Methodology

Chapter 3 places this study within a theoretical context in relation to its underlying philosophy (paradigmatic home) and methodology. Research paradigms (world views underlying the nature of knowledge and knowing) inform the ways in which researchers think about and conduct research; therefore, it is important that these views are made explicit to confirm that philosophies and actions align (Figure 2). This chapter discusses fundamental premises which relate to the research method used in this study and details why a mixed method approach was adopted. Further, it clarifies the key terms used throughout the study in regard to beliefs, knowledge and perspectives and details the methods used in this study including research participants', instrumentation and data collection and analysis.
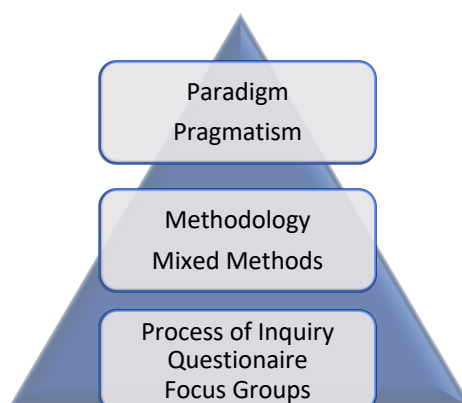
Figure 2. Theoretical Framework and Methodology

Theoretical Frameworks

In order to anchor the method of inquiry, data collection approach and subsequent reporting of findings it is important to consider the research paradigm that informs and guides this study. Four theoretical perspectives dominate research in education and psychology: post-positivist, constructivist, transformative and pragmatic (Mertens, 2014). The paradigm that guided much of the early educational research was

positivism and its successor post-positivism. Obviously, both are rooted in a quantitative (scientific) framework of experimental and related methods. The results of this type of research have traditionally been statistically analysed and reported as trends and numeric outcomes like correlations, means and standard deviations, allowing prediction and/or control and often theory generation (Guba & Lincoln, 1998). Positivism was generally associated with a particular view of scientific rigour - internal validity, generalisability, reliability and perceived objectivity. In many ways approaches associated with this paradigm saw theory reduced to the study of observable variables and their relationships to each other. Whilst maintaining a focus on empirical, objective data, post-positivists saw the limitations of such analyses especially when applied to human behaviour and hence called for a modification in "claims to understandings of truth based on probability, rather than certainty" (Mertens, 2014, p. 12). The post-positivists saw that there was much about the human experience that is not observable but nevertheless is still important (e.g., feelings, beliefs). Hence, the ability of researchers to establish generalizable laws as they applied to human behaviour was not always possible. Regardless, whilst this paradigm may help to explain 'what' is happening, it does little to explain how or why.

The premise underpinning a constructivist paradigm is that reality can be defined in terms of meaning that is created from experiences within a specific context (Guba & Lincoln, 1994). Central to this is the fundamental assumption that there is not one, knowable "truth" to be discovered by the researcher, but that meaning is a researcher-derived construct associated with the acts of watching, listening, asking, recording and examining (Schwandt, 1998). A third paradigm of research saw a shift in constructivist scholarship to one that emphasized that the agency for change rests in the persons in the community working side by side with the researcher toward the goal of

social transformation. Transformative researchers consciously and explicitly position themselves side by side with the less powerful or marginalized in a joint effort to bring about social transformation.

In contrast, for researchers working within the pragmatic paradigm, the choice of method of research is guided by the research question(s) being asked rather than by the epistemological allegiance to the paradigm itself. "To a pragmatist, the mandate of science is not to find truth or reality, the existence of which are perpetually in dispute, but to facilitate human problem-solving" (Powell, 2001, p. 884). The ethical goal of the researcher is to gain knowledge to further understand our world and to add value. For this study, my key aim is to further enhance research and understanding into effective classroom management, broaden the perspective with which it is viewed and suggest new ways to encourage and develop these beliefs, and facilitate their translation into practice.

Punch (1998) defined research as "the use of data and theory to build knowledge about the real world" (p. 8). For the purpose of this study, Punch's definition could be re-framed as "the use of data and theory to build knowledge about effective classroom management". In building knowledge both description and explanation are important because description is the basis from which explanations are drawn. Descriptions involve drawing a picture of what is happening, and "attempting to make complicated things understandable" (Punch, 2000, p. 15). Explanation involves the 'how' and it is important to examine how, as well as describing the 'what' because this has the potential to influence our future practice. A desirable approach to achieving both description and explanation is to garner both quantitative and qualitative perspectives on the phenomenon of interest - in this case classroom management.

It is for this reason that a mixed methods approach was chosen – with one type of data collection (e.g., qualitative) offsetting potential limitations or lack of depth in the other type of data collected, and vice versa. Rather than limiting methods according to epistemology, research and evaluation pragmatists use whatever type of data or data collection and analysis that best answers the research questions (McConney, Rudd, & Ayers, 2002). Pragmatists also believe that the combined use of qualitative and quantitative data help to offset any limitations of any one method and hence strengthen research and evaluation studies (Greene & Caracelli, 1997; Greene, Caracelli, & Graham,1989; Tashakkori & Teddlie, 1998; Waysman & Savaya, 1997; Johnson & Onwuegbuzie, 2004). As Greene et al., (1989) argue, a mixed methods approach can provide added depth and detail to a study and potentially uncover new insights into participant experience. A quantitative method allows stronger generalisability and comparability, and better accommodates investigating the 'what'; whilst a qualitative approach would allow a degree of examination to build a more complete picture of effective classroom management, and better accommodate the 'how' and 'why'.

First, a general picture was drawn through the use of teacher and student surveys, quantifying various aspects of classroom environments and interactions. Second, this picture was elaborated and deepened qualitatively through participants' voices and stories. The role of theory is also acknowledged in not just describing but in explaining classroom interactions between teachers and students, showing the interwoven nature of theory and practice. As one of the core aims of this research was to verify, consolidate and extend our understanding of the key elements of effective classroom management it seems apparent that whilst theory *generation* is important, in

this research, theory *verification* is the dominant orientation (Miles & Hubermann, 1994).

Because this study refers to beliefs, knowledge and perspectives it is important to clarify how we are using these terms. The distinction between knowledge and beliefs is often blurred with some suggesting knowledge requires a "truth condition" or evidential support whereas beliefs can be views or opinions held without necessarily having any evidential base (Richardson, 1996). In investigations of how teachers and students conceptualise knowledge and beliefs the two are often described as overlapping constructs (Borko & Putnam, 1996; Fenstermacher, 1994; Kagan, 1992). Knowledge is seen as more factual and verifiable and beliefs more subjective with many ideas falling into the overlapping realm of what is both known and believed. Whereas most research on teachers refers to knowledge and beliefs, the research on students' thinking about effective teaching and classroom management is often written of in terms of *perceptions* – thoughts, beliefs and feelings about persons, situations and/or events (Schunk & Meece, 1992). For the purposes of this study, consistent with Schunk and Meese (1992), the three are seen as heavily overlapping constructs. From a student perspective, the study aims to clarify perceptions of effective classroom management as well as the frequency, efficacy and acceptability of various disciplinary interventions. From a teachers' perspective, the study aims to clarify teachers' orientations towards classroom management by investigating their beliefs and perceptions of young people, and their own and students' classroom behaviours including both preventative and responsive techniques for managing classrooms.

Research Design

The design incorporated the sequential use of quantitative methods for the identification of meaningful patterns, followed by qualitative methods for gaining insight into more complex experiential phenomena (Greene & Caracelli, 1997). The design comprised two complimentary, sequential phases of data collection and analysis from two groups of participants - secondary school students and their teachers. Data collection methods comprised the administration of two questionnaires - one for teachers and another for students - and in-depth semi-structured interviews with selected teachers and focus group discussions with students. Analysis involved the application of descriptive statistics for quantitative data, and narrative analysis and interpretation for qualitative data. Table 2 outlines these phases.

Table 2

Phases of data collection and analysis

Phase	Data Collection	Participants	Analysis
1	Student Perception Survey (SPS)	Students $n = 360$	Descriptive Analysis
	Behaviour and Instructional Management Survey (BIMS)	Teachers $n = 50$	
2	In depth, semi structured, focus group discussions	Students $n = 6$ focus groups with 4 to 6 students in each	Narrative analysis and interpretation
	In depth, semi structured, open ended interviews	Teachers $n = 22$	

Research Participants

The main aim of this research is to identify and better understand common features of effective classroom management by examining the beliefs and perspectives of secondary school students and their teachers. To achieve this, a *convenience sample*, chosen from those schools willing to participate, and with consideration of maximizing the representativeness of the schools based on key variables like school socio economic status (SES) was used. Thirty-two secondary schools in the Perth metropolitan area, were invited to participate in the research, and ten agreed to participate – one from the Association of Independent Schools of Western Australia (AISWA), two from Catholic Education of Western Australia (CEWA), and seven from the Western Australia Department of Education (WA DoE). For the purpose of this research, AISWA and CEWA schools were combined into one group classified as "private" schools. Additionally, to ensure relative parity in the number of private and public schools, as well as relative parity in the number of schools with higher and lower SES, only three of the DoE (public) schools were chosen. The final sample therefore included 3 private and 3 public secondary schools, with equal numbers of higher and lower SES schools.

The Index of Community Socio-Educational Advantage (ICSEA) is a scale developed by the Australian Curriculum, Assessment and Reporting Authority (ACARA) for determining school SES. ICSEA uses information relating to parental occupation and education, and school characteristics such as location and the proportion of Indigenous students enrolled to provide a numerical index reflecting socio educational advantage. ICSEA values can range from about 500 (representing extreme educational disadvantaged) to about 1300 (reflecting very socio-educationally advantaged schools) (ACARA, 2015). In Western Australia, in the year these data were collected, the ICSEA values for Perth metropolitan secondary schools ranged from 896

to 1258 with an average of 1056. In this study, the highest school ICSEA value was close to 1180 and the lowest was close to 900, with an average value of 1092. Therefore, for the purposes of this study, schools with an ICSEA above 1070 were considered to have *higher SES*, and those with ICSEA values less than 1070 were considered *lower SES*. Table 3 provides a breakdown of student participants by school characteristics and gender.

Table 3

Student participants by school sector, gender and SEA

	Private		Public	
	Male	Female	Male	Female
Higher SEA schools (*n=3*; ICSEA values above 1070)	194	4	13	36
Lower SEA schools (*n=3*; ICSEA values up to 1070)	7	15	41	50
Total	201	19	54	86

Year 9 or 10 students were selected because they are in the middle years of secondary school in Western Australia and for the most part have had 2 years of experience with their teachers. At least two Year 9 or 10 classes from each school were chosen by the school's principal to participate. In total, student participants comprised 360 students, (255 males and 105 females), ranging in age between 14 and 16 years (66 students aged 14 years, 259 students aged 15 years and 35 students aged 16 years), in schools from each of the three school sectors in Western Australia (WA), with equal number of schools from the private and public sectors.

Participating teachers comprised 50 secondary school teachers, (24 males and 26 females), from the same schools as the students, and teaching the same years. Teacher participants' years of teaching experience varied across the group with 8 individuals (16%) having between 1 and 5 years teaching experience, 3 (6%) between 6 and 9 years, 16 (32%) between 10 and 15 years, 3 (6%) between 16 and 20 years, 16 (32%) between 21 and 30 years and 4 (8%) with over 30 years of experience. The demographics of teacher participants by school sector and gender are shown in Table 4.

Table 4

Teacher participants by school type, gender and school SES

	Private		Public	
	Male	Female	Male	Female
Higher SES schools ($n = 3$; ICSEA values above 1070)	10	11	2	4
Lower SES schools ($n = 3$; ICSEA values up to 1070)	2	3	10	8
Total	12	14	12	12

Instrumentation

Questionnaires represent a standard form of data collection in educational research. They offer ease in gathering a substantial amount of data on a phenomenon of interest and are therefore especially useful for obtaining a broad picture from large groups (Burns, 2000). Surveys are routinely used across a variety of settings making them good for comparability and potentially for generalizing findings (provided the sample is large and representative enough) from research groups to the general population. In this study a questionnaire was deemed useful for examining components within the approaches to classroom management framework; from the

authoritarian/interventionist approach through to the permissive/non-interventionist approach. Further identifying, in particular, the components of effective classroom management from the perspective of both students and teachers, was important in fully answering the research question.

As depicted in Table 2, phase one (questionnaire) involved the administration of two existing surveys: (1) the Student Perceptions Survey (SPS) and, (2) the Behavior and Instructional Management Survey (BIMS). These were administered to students and teachers, respectively, to identify their beliefs and perspectives on effective classroom management. Few studies have investigated both teachers and students simultaneously so that setting and context are similar; in this study, common settings for students and teachers allowed for analysis of possible convergences and divergences between teachers' and students' perspectives.

The two surveys could be completed online or in hard copy at the school. Schools advised which was the better option for both students and teaching staff; only one school decided to use the hard copy version for students. The surveys took about 15 to 20 minutes to complete. Each survey concluded by asking the participant whether they would be willing to participate in a follow up interview. Using either survey, the SPS or the BIMS, as a definitive assessment of students' views or teachers' classroom management approaches, was not the purpose of this study. Rather in addition to providing a profile of what students and teachers consider important in classroom management, the instruments served the important purpose of "warming up" the participants and helping them further articulate their views during focus group and face-to-face, individual interviews.

The student survey used in Phase 1 was developed by the Tripod project at Harvard University, with the ''tripod'' representing content, pedagogy and relationships with a range of key indicators of student engagement spanning emotional, motivational and behavioural engagement (Ferguson, 2010). This ''tripod'' appealed as it was similar to that used in defining classroom management: classroom discipline, pedagogy and socialization. In this study, the Students Perceptions Survey (SPS) from Cambridge Education and Tripod Survey Assessments was used as it most closely aligns with the three key elements of effective classroom management defined by McDonald (2013) and Evertson and Weinstein (2006). The SPS was previously used in the Measuring Effective Teaching project as a tool for capturing students' views on their classroom experiences (MET Project, 2012).

The survey assesses key dimensions of school life and teaching practice *as students experience them* and is grounded in theoretical and empirical work in education, psychology and in the study of organizations (Phillips & Rowley, 2015). The central constructs used in the SPS come from the 7Cs framework for effective teaching (Tripod Project, 2011), and include the following indicators for teachers' classroom behaviour:

1. Care: Show concern and commitment.

2. Confer: Invite ideas and promote discussion.

3. Captivate: Inspire curiosity and interest.

4. Clarify: Cultivate understanding and overcome confusion.

5. Consolidate: Integrate ideas and check for understanding.

6. Challenge: Press for rigor and persistence.

7. Control: Sustain order, respect and focus.

Students socialization is further clarified within the categories of Care and Confer; pedagogy is understood within Captivate, Clarify and Consolidate; and discipline is elaborated within Challenge and Control.

Tripod surveys, including SPS, require students to rate teachers on various dimensions such as the extent to which teachers show care and consideration for their students, have high expectations, and explain material in ways to engage and ensure opportunities for student participation. In this study, students were asked to think about and respond to the survey items based on their experiences in a specific classroom, with a teacher they think of as effective - one whom they believe creates and maintains safe and supportive learning environments. The survey contained 35 observation-based statements allowing students to record their experiences on a five-point scale ranging from 'totally true' to 'totally untrue' (for this teacher). (Appendix 1).

The teacher survey used in the first phase was developed by Nancy Martin and colleagues in 2010 and is based on the Beliefs on Discipline Inventory (Wolfgang & Glickman, 1986). "Examination of the literature on teacher knowledge, beliefs, and perceptions indicates that we have potentially valuable scales and inventories that have rarely been used in research" (Woolfolk Hoy & Weinstein, 2006, p. 211). One of the scales that Woolfolk Hoy and Weinstein refer to is Martin, Yin and Baldwin's Attitudes and Beliefs on Classroom Control, which was later revised and redeveloped as The Behavior and Instructional Management Scale (BIMS) (Martin, Yin & Baldwin, 1998; Martin & Sass, 2010). Although a large body of research exists regarding discipline, the body of knowledge related to the more encompassing construct of classroom management appears much smaller. The current research, whilst demonstrating that management and instruction are not separate, but rather inextricably interwoven and

complex, was somewhat stymied by the nature and quality of instruments available to measure classroom management. The BIMS measure, created by Martin and Sass, is critical to the study of differences that may exist between one's beliefs and the ability to execute them within the classroom (Martin, Yin, & Baldwin, 1998; Martin, Yin, & Mayall, 2007; Martin & Sass, 2010), and forms a good starting point from which to examine teachers' beliefs and perspectives of effective classroom management.

The BIMS is a relatively brief, psychometrically sound instrument that measures teachers' perceptions of their approaches to both behaviour management and instructional management and was used here to focus on teacher orientation to management because effective classroom management in essence, encompasses most of the constructs used in the earlier student survey. An exploratory factor analysis (EFA) was used by Martin and Sass (2010) to examine the 24-item version of the BIMS and reduce it to 12 items. Subsequent evaluations examined the BIMS' validity (via factorial, discriminate, and convergent validity) and reliability estimates of the shortened version. An analysis of the Behavior Management subscale showed good internal consistency for the six items ($\alpha = 0.774$), with an average inter-item correlation of 0.377 (sd = .091). The average corrected item-total correlation for this subscale was 0.529 (sd = .071), which suggests the items have good discrimination. Results for the Instructional Management subscale also showed a good internal consistency for the six items ($\alpha = 0.770$), with an average inter-item correlation of 0.365 (sd = .092). The average corrected item-total correlation for this subscale was 0.522 (sd = .086), which again suggests good item discrimination (Martin & Sass, 2010). Overall, these metrics provide solid evidence of discriminant and convergent validity, adequate to good internal consistency measures and strong item discrimination for the shorter version of BIMS.

The version of the BIMS used here comprises 24 items with two subscales within the classroom management construct: Behavior Management (12 items) and Instructional Management (12 items). Martin and Sass originally designed the survey to use a six-point scale, *strongly agree* to *strongly disagree*, for capturing teachers' views on their approaches to classroom management (Martin & Sass, 2010). As pointed out earlier, using the BIMS as a definitive assessment of teachers' approach to classroom management was not the purpose of this study. Rather, our purpose in using the BIMS here was mainly to "warm up" the teacher participants to help them further articulate their views about classroom management during individual interviews. Additionally, using the survey as an inventory, we sought to determine the frequency with which these teachers were likely to engage in various management behaviours. and chose to use a five-point scale, ranging from *always* to *seldom*.

The original BIMS, as developed by Martin and Sass (2010), used a 6-point response scale from "strongly agree" to "strongly disagree", and derived a score for each of the two subscales by averaging responses across items. Scoring for some items was reversed. According to the continuum originally suggested by Wolfgang and Glickman (1980, 1986) endorsement of items reflects the degree of control a teacher seeks to assert over students. High subscale scores indicate a more controlling, interventionist approach while lower scores indicate a less controlling belief with regard that dimension of classroom management. In this study, wherein a five-point scale from "always" to "seldom" was used for the BIMS, scores for each item were obtained (with scoring for some items being reversed), to allow for a score for each set of responses that could be aligned with the original continuum suggested by Wolfgang and Glickman (1986).

How teachers interact with students is based on their personal beliefs about how children develop (Erden & Wolfgang, 2004) and their approaches vary depending on the theoretical lens through which their students are seen (Glickman & Tamashiro, 1980; Wolfgang, 1995). The *continuum of control* that Wolfgang and Glickman conceptualized to explain teacher beliefs underlies the dimensions within the BIMS and hypothesizes three approaches to classroom management: non- interventionist, interventionist, and interactionalist. It is important to note that there are no cut scores for classifying teachers as interventionist, interactionalist, and non-interventionist, and this was certainly not the intention in this study. However, it was also the case that we viewed higher scores on the combined scales of the BIMS as indicative of a tendency toward a more controlling approach and lower scores were considered suggestive of a less controlling approach to classroom management, as had been the case in Martin and Sass' research (2010).

Phase Two (interviews) involved individual interviews with teacher participants and focus group discussions with students to expand on and further interrogate the two groups' beliefs and perspectives around effective classroom management. This was deemed appropriate because of the need for richer data not typically available through survey methods (Strauss & Corbin, 1998). The aim was to gain a degree of understanding from participants' perspectives through a process described by Stewart and Cash (1997) as an "interactional communication process involving a sharing of feelings and beliefs" (p. 17). Focus groups with the students offered a safer environment and therefore the potential for a wider range of responses in comparison to individual interviews. Nevertheless, Wetherall (1998) cautions about the potential for socially desirable responses, the issue of interviewer expectations, the ability of the

interviewer to draw out responses and the stability of responses over time as threats to the validity of focus group data. All of these certainly did have the potential to exist within the focus group discussions but the focus groups were considered to be less threatening to Year 9 and 10 student participants than individual interviews in a potentially intimidating one-on-one situation with an adult. Glesne and Peshkin (1992) suggest that when researching young people focus groups are very useful because "some young people need company to be emboldened to talk, and some topics are better discussed by a small group of people who know each other" (p. 63). The extra detail gained during the focus groups and individual interviews, and the ability to explore personal characteristics and spontaneous reactions, added considerable depth and richness to the findings.

The participants in this phase comprised 3 to 5 teachers and 4 to 6 students from each school. One week after the survey had been completed students from each school, based on their willingness to participate as indicated on the survey, were invited to a follow-up focus group interview. The focus groups allowed further elaboration and clarification about students' perspectives on effective teaching as well as their perceptions of the frequency, efficacy and acceptability of various disciplinary interventions. Each focus group involved 4 to 6 students and the composition of each, in regards to gender and experience, depended on the availability and composition of students in the schools. Each of the focus group interviews took place at the respective schools, at a time that was convenient to the principal, teachers and students. Focus group interviews were semi-structured in that the researcher (the same person for all groups) asked questions to stimulate discussion and also probed and guided the discussion as necessary. Each focus group was audio taped for future transcription, and each lasted for about 30 minutes.

Teacher interview participants were chosen firstly from those who had volunteered via the survey and secondly those teachers who had been selected by students at their school as being able to create and maintain safe and supportive learning environments. Of the 50 teachers that completed the surveys, students had nominated 25 (10 male and 15 female) but only 22 (9 male and 13 female) were available for interview. Of the six schools involved in the study, 3 - 5 teachers were interviewed from each school, ranging in age from 26 to 62 years. The discussion topics were developed from research into effective classroom management (Cothran, Kulinna, & Garrahy, 2003; Ferguson, 2010; Ferreira & Bosworth, 2001; Garza, Ryser, & Lee, 2010; Lewis, 2001; Lewis, Romi, Qui, & Katz, 2008; Woolfolk Hoy & Weinstein, 2006), and used to further clarify these teachers' perspectives of effective classroom management as well as their perceptions of the frequency, efficacy and acceptability of various disciplinary interventions. Each of the interviews took place in the teacher's school, at a time that was convenient to the principal and teacher. The interviews were semi-structured, audio taped for future transcription, and approximately 30 minutes in duration.

Data Collection and Analysis

Ethics clearance for the research was obtained from the Murdoch University Human Subjects Research Ethics Committee, the Department of Education WA and Catholic Education WA prior to the commencement of the study. All correspondence relating to ethics is contained in Appendices 3, 4, and 5. Formal approaches (invitations to participate) were then made to each school principal for permission to undertake research in their school. This included permission to survey a student cohort and invitations to the teachers to participate (Appendix 6). When a school principal's

approval was given, contact was made with their representatives at the school, followed by face to face meetings to explain the nature of the research.

Once permission had been granted by the school principals and contact had been made with the school representative, form teachers were given information sheets and informed consent forms to be distributed to all students/parents chosen to be involved in the research (Appendix 7). Students/parents were informed of the research purpose, methods and possible outcomes and signified their consent (for survey and interview) via signing a Consent Form. After a two-week time period to collect consent forms, an appropriate time was organized for the students whose caregivers/parents had agreed for them to participate to complete the Student Perceptions Survey (SPS). This was generally during form period or another time that suited the school. The researcher was in attendance on the day of the survey's administration to explain what was required and to oversee proceedings. Students, or the school, decided whether to complete the survey electronically (submitted online) or by using a hard copy collected by the researcher – only one school used the hard copy.

All year 9/10 teachers at participating schools were invited via email to complete the Behaviour and Instructional Management Survey (BIMS) electronically. Teachers were informed of the research purpose, methods and possible outcomes and signified their consent by completing the survey. Teachers could further consent to participate in follow up interviews at the end of the survey by supplying an email address. They were also reminded that they could withdraw from the study at any time without prejudice and that the data would not be used so as to cause material, emotional or any other disadvantage to any participant (Appendix 8).

Phase two of data collection involved focus group interviews with students who had indicated on their survey that they were willing to participate and interviews with individual teachers. As this research provided evaluative commentaries on effective classroom management, we recognized that the impact of these could only be truly assessed by working with students, talking with them about their perspectives and giving due consideration to the legitimacy of their 'voice'. This is particularly important when students' collective 'voice' is only one amongst many others.

The data from the surveys and interviews were examined and reported on three levels: the raw numerical data and quantitative analysis; the descriptive statements and qualitative analysis; and interpretation (Kreuger, 1988). The quantitative analysis, including both graphical and statistical analysis, included the numerical results from the surveys. The Behaviour and Instructional Management Survey (BIMS) contained 24 statements that allowed teachers to record how frequently they would use a particular technique on a five-point scale that ranged from "always" to "never". The Student Perception Survey (SPS) contained 35 observation-based statements allowing students to record their experiences on a five-point scale ranging from ''totally true" to "totally untrue". Percentage of responses for each element of the 5-point scale were calculated, compared and graphed.

The qualitative analysis included both the statements that the teachers and students made on the surveys and in the individual interviews and focus group discussions. The survey statements were collated and the interviews and focus group discussions were recorded and then transcribed from the audio recording for analysis. NVivo software was used to help organize, analyze and find insights into the data collected. Emerging themes in terms of beliefs, perspectives and practices that arose

from reviewing the transcripts and field notes were classified accordingly and themes and subthemes formed. These data were then sifted, which included highlighting and sorting out quotes to index and code the information as well as lifting the quotes from the original context and rearranging them under the newly developed themes.

Summary

"Both students and teachers have strong beliefs about what it takes to be an effective manager. These individuals are central participants in classroom interactions and their relationships are at the heart of classroom management concerns and consequences. To ignore the thinking of these important players is to court failure in teaching and teacher education" (Woolfolk Hoy & Weinstein, 2006, p. 181). Woolfolk Hoy and Weinstein (2006) identified studies that examined students' and teachers' perspectives on classroom management (actions taken to create a productive, orderly learning environment), discipline (actions taken to elicit change in students' behaviour), and socialization (actions taken to help students fulfill their responsibilities more effectively).

A number of tensions between teachers' and students' perspectives were suggested however it was noted that few researchers had investigated both participant groups simultaneously – in fact most of the studies used were of students from various year groups, from a variety of schools that had no connection to studies of teachers' perspectives. Woolfolk Hoy and Weinstein (2006) also strongly recommended the use of various "valuable scales and inventories" that exist which help to qualify both student and teacher perspectives on classroom management. This research aimed to do both – simultaneously investigate the perspectives, beliefs, and thinking of Year 9 and 10 students and those of their teachers, from a variety of schools, by using two existing

inventories – the Student Perceptions Survey (SPS) and the Behaviour and Instructional Management Survey (BIMS) – and then further clarifying these perspectives and beliefs through the use of individual interviews and focus group discussions.

Chapter 4. The Empirical Research

Paper 1

Classroom Management and National Professional Standards for Teachers: A Review of the Literature on Theory and Practice

Egeberg, H. M., McConney, A., & Price, A. (2016). Classroom Management and National Professional Standards for Teachers: A Review of the Literature on Theory and Practice. Australian Journal of Teacher Education, 41(7), 1-18.

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The Research aims addressed in this paper

Research Aim 3 – To clarify, consolidate and extend understanding of the key elements of effective classroom management.

The Research questions addressed in this paper

Research Question 1. To what extent is there consistency between teacher standards in regards to knowledge and perspectives about effective classroom management, and "advice" found in the research literature

Classroom Management and National Professional Standards for Teachers: A Review of the Literature on Theory and Practice

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Classroom Management and National Professional Standards for Teachers: A Review of the Literature on Theory and Practice

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Abstract: This article reviews the conceptual and empirical research on classroom management to ascertain the extent to which there is consistency between the "advice" found in the research literature and the professional standards for teachers and initial teacher education, in regards to knowledge and perspectives about effective classroom management. Focusing on the evolution of beliefs, knowledge and perspectives about classroom management the article will clarify effective classroom management and place this within the frameworks on effective teaching, in particular the AITSL standards, and consequently consider some implications for best practice.

Introduction

Classroom management, including both instructional and behavioural management, is a significant issue for teachers, school leaders, system administrators and the public. It heavily affects community perceptions, teacher efficacy and wellbeing, and the standards of achievement of students. In order to improve teacher effectiveness the Australian Institute for Teaching and School Leadership (AITSL) has developed professional standards for teachers that articulate what teachers are expected to know and be able to do. This paper will examine the extent to which there is consistency between these standards for teachers and initial teacher education, in regards to knowledge and perspectives about effective classroom management, and "advice" found in the research literature. This article reviews the conceptual and empirical research to examine perspectives on "classroom management (actions taken to create a productive, orderly learning environment), discipline (actions taken to elicit change in students' behaviour), and socialization (actions taken to help students fulfill their responsibilities more effectively)" (Hoy & Weinstein, p. 181, 2006). Focusing on the evolution of beliefs, knowledge and perspectives about classroom management the article clarifies effective classroom management and places it within the frameworks on effective teaching, in particular the AITSL standards, and consequently consider some implications for best practice.

Effective classroom management can be difficult to define because there are many different views held by various education stakeholders. Teachers, pre-service teachers, government education systems and students have been identified as sharing some common ideas but many different ones as well (Hoy & Weinstein, 2006). Whilst it is important to determine to what extent there is consilience between teachers', soon-to-be teachers' and students' beliefs,

knowledge and perspectives about effective classroom management and the "advice" found in recent research literature, it is also important to ascertain to what extent the standards for teachers also reflect this "advice" as these will, and do, form the basis for guiding teacher actions and responses.

This article provides an overview of the evolution of classroom management knowledge and perspectives focusing on beliefs about discipline and orientations towards classroom management. The review examines the theoretical foundations for each orientation to more fully understand from where the conceptual understandings have originated. It then focuses on the findings of empirical research and their recommendations (advice to practitioners) about key principles and practices that create and maintain safe and supportive learning environments. The review then focuses on teacher effectiveness, exploring some of the key frameworks that have arisen from this research including, and in particular, the AITSL's Performance and Development Framework – more commonly known as the Standards.

The aim of this paper is to juxtapose the classroom management indicators found in the AITSL standards and the recommendations for effective practice found in the research literature, to further clarify what it is to be an effective classroom manager.

An Account of the Evolution of Beliefs, Knowledge and Perspectives about Classroom Management

The systematic study of effective classroom management is a relatively recent phenomenon. Prior to the work of Jacob Kounin (1970), little empirical research had been done on effective classroom management. Anecdotal advice to teachers was of the "don't smile until Easter" variety and most was based on the old proverb "spare the rod spoil the child". One way to better understand approaches to classroom management is to understand the conceptual frameworks that categorize them into logical groupings or types in terms of how much direct control or power a teacher has over students. Originally adopted to describe parenting styles (Baumrind, 1970) the types of authority – authoritarian, authoritative and permissive – are also widely used to hypothesize approaches to classroom management.

How teachers interact with students is often based on their personal sets of beliefs regarding how children develop (Erden & Wolfgang, 2004). The teacher's objectives and approach will vary depending on the theoretical lens through which he or she views their students. Glickman and Tamashiro (1980) and Wolfgang (1995) conceptualized a framework to explain teacher beliefs along a control continuum, with relationship-listening, non-interventionist types, such as Gordon's (1974) "Teacher Effectiveness Training," at the least controlling end; rules/rewards-punishment, interventionist types, such as the Canters' "Assertive Discipline" (Canter & Canter, 1976) at the most controlling end; and confronting-contracting, interactionist types, such as Glasser's (1992) approach, in the middle. The non-interventionist, the least directive and controlling, assumes the child has an inner drive that needs to find its expression in the real world and that children develop through unfolding of potential via acceptance and empathy. Interventionists, the most controlling, are at the opposite end of the continuum and emphasize what the outer environment does to shape the human organism in a particular way, via reinforcement and punishment.

Traditional behaviour modification provides the theoretical foundation for the interventionist's school of thought and led to the development of applied behaviour analysis

(ABA) in the 1960s and 1970s (Landrum & Kauffman, 2006). This orientation emphasised management by use of positive and negative reinforcement to encourage desirable behaviours, and the reduction of misbehaviour through its extinction, response cost, and other forms of punishment. The early educational research in this field often occurred in special education settings and usually focused on managing the behaviours of individuals. Early conceptual work in this tradition, in the 1980s and 1990s, emphasized models developed by Canter (1992) or Jones (Jones, 1987; Jones & Jones, 1990). These theorists' models emphasized obedience of students and authority of the teacher through the use of rewards and punishments with direct application to classroom practice. As the research broadened in the 1990s to include empirical data collection and its application to groups, to classrooms, and to schools, models such as the school-wide positive behaviour support (SWPBS) were initiated. Drawing substantially from applied behaviour analysis, but also including components of the psycho-educational approach, systems theory – in particular Maslow's hierarchy of needs and Bronfenbrenner's Ecological System's Theory – and the research on teaching and instructional intelligence, this branch emphasizes prevention at the classroom level as the foundation of effective management. Positive Behaviour Support (PBS) is based in the science of learning and gives considerable attention to intervention strategies for those students for whom prevention is insufficient. PBS is both *positive*: increasing and strengthening helpful behaviours through 'reinforcement' and *proactive*: anticipating where things may go wrong and preventing that from happening rather than just reacting when things do go wrong. Unlike earlier applications of applied behaviour analysis PBS does not use punishment or negative consequences to reduce the challenge, aligning it much more with the interactionalist approach.

A more recent conceptual analysis clusters discipline theories across a similar continuum from autocratic through authoritative and mixed to egalitarian (Porter 2007). This continuum also varies according to distribution of power from teacher-centred, to shared, to student-centred, and from a focus on student behaviour only, to a compound focus on behaviour, cognition, emotion and relationships. The egalitarian, or from the earlier model, the non-interventionist teacher does not try to directly control or make high demands on students. The axiom that all learning comes from intrinsic interest provides the theoretical foundation for the non-interventionist's school of thought led by A.S. Neill who believed that children (and human nature) were innately good, and that children naturally became virtuous and just when allowed to grow without adult imposition of morality (1960). Children did not need to be coaxed or goaded into desirable behaviour, instead they need to be provided with space, time, and empowerment for personal exploration, and with freedom from adult fear and coercion (Neill, 1960). Proponents of Harris (1967) (transactional analysis), Ginott (1972) (congruent communication), Gordon (1974) (teacher effectiveness training), and Kohn (1996), are considered non-interventionists.

Between these two extremes, interactionalists focus on what the individual does to alter the social environment, as well as what the environment does to shape the individual. Interactionalist (or authoritative) teachers work with students helpfully and respectfully, ensuring learning while preserving student dignity and good teacher-student relationships. Ted Wachtel was influential in developing a conceptual framework for restorative justice in schools in the United States based heavily on authoritative approaches to classroom management. His work uses what he calls the 'social discipline window' to explain the shift in thinking required to move along a similar continuum as explained earlier, from the punitive through to the permissive and

finally to the restorative. Wachtel (1999) cites four instead of three, approaches to responding to misbehaviour.

1.   The permissive approach characterised by low control and high support, with very little limit setting or boundaries and an abundance of nurturing.
2.   The authoritarian approach, characterized by high control and low support, uses rewards and punishments.
3.   The neglectful approach, characterized by an absence of both limit setting and nurturing.
4.   The restorative, or authoritative approach, which employs both high control and high support, confronts and disapproves of wrongdoing while supporting the intrinsic worth of the wrongdoer.

Theories developed by Adler, Dreikurs, Kounin and Glasser provided the framework for interactionalist/authoritative ideology (Wolfgang, 1995). Cooperative Discipline (Albert, 1989), Judicious Discipline (Gathercoal, 1990), and Discipline with Dignity (Curwin & Mendler, 1988, 1999) are examples of classroom management models based on this interactionalist ideology.

Kounin's (1970) empirical research on classroom management drew from the systematic classroom observations initiated by researchers such as Flanders and Medley in the 1950s and 1960s, and continued by Brophy, Good, Evertson, and others in the 1970s and 1980s. Empirical research uses evidence acquired by means of the senses, particularly by observation and experimentation. This research on classroom management employed either descriptive or correlational methods and highlighted practices that were used by 'effective teachers'. Using videotape and observational methods, these process-product researchers sought to identify various indicators of teacher effectiveness highlighting the importance of group management and of organizing and maintaining a positive classroom environment. In order to establish and maintain a productive classroom teachers need to engage students and minimize disruptive behaviours by keeping the flow of a lesson, preventing misbehaviour and ensuring the active participation of all students. In particular, the teacher's role at the beginning of the year was emphasized, along with a multidimensional perspective on management tasks (Brophy 1999; Doyle 1986;Emmer & Gerwels 2006).

Teacher and student social and emotional development, beliefs, and relationships have become more influential concerns in recent decades. It is apparent that there are many and varied influences on student behaviour, from internal states and beliefs about self, to external factors including teachers' instructional capacity and peer/familial aspects. Thus, extensive programs of contemporary research study the influence on classroom management of teacher–student relationships, the use of intrinsic and extrinsic reinforcement, social-emotional learning curricula and teacher stress and anxiety. Early work in this tradition, in the 1960s and 1970s, emphasized models developed by Glasser, Rogers, and Dreikurs, among others followed by more nuanced examinations of the nature of teacher–student relationships (Pianta, 2006). Kounin showed that effective managers succeeded not just because they were good at handling misbehaviour when it occurs but because they were good at preventing misbehaviour from occurring in the first place. Effective classroom managers focus on creating positive learning environments by preparing and teaching engaging lessons, and monitoring students as they work (Brophy, 1996). Theorists such as Albert and Curwin and Mendler have allowed us to gain greater insight into the causes, contexts, and consequences of interpersonal relationships in the classroom.

In the early 1970s and continuing through to today the term 'classroom management' and 'discipline' were often used interchangeably where classroom management was seen as separate from classroom instruction (Bellon, Bellon, & Blank, 1992). Research in the 1980s, however,

argued that management and instruction are not separate, but are inextricably interwoven and complex. "Classroom management is certainly concerned with behaviour, but it can also be defined more broadly as involving the planning, organization and control of learners, the learning process and the classroom environment to create and maintain an effective learning experience" (Doyle, 1986, p. 396). Historically, teacher education has relied on scales that that were focused on the narrower concept of discipline (Glickman &Tamashio, 1980; Wolfgang & Glickman, 1986), rather than the broader concept of classroom management that encompasses both behaviour management (BM) and instructional management (IM). It is this broader concept that Martin and her colleagues focused on in developing the Behaviour and Instructional Management Survey, aimed at measuring teachers' perceptions of their approaches to classroom management - both behaviour management and instructional management (Martin & Sass, 2010). Efforts aimed at preventing misbehaviour, along with how a teacher responds to misconduct, are related to BM, whereas IM includes the plans, goals, and tactics teachers use to deliver instruction in a classroom.

Whilst strong classroom organization and behaviour management skills are critical for education, using methods that produce and increase constructive interactions will result in more successful classroom environments for both teachers and students (Oliver & Reschly, 2010). Effective classroom management strategies are designed to create positive learning environments by building in positive supports that prevent challenging classroom behaviour prior to the implementation of more reactive behavioural approaches. It was for this reason that teacher education, and those concerned with developing teacher standards, started to use the term "creating positive learning environments" rather than classroom management. Teachers should work toward creating positive learning environments and therefore be able to identify and enact classroom conditions that may make it more likely that desirable behaviours occur in the classroom (Hardman & Smith, 1999). When teachers create environments of care, they create settings where potential challenges are planned for, rules and consequences are established, positive behaviour is the focus for classroom supports, redirection rather than reprimand is the vehicle for behavioural change, and students are offered a variety of choices to reach an agreed-upon instructional goal. Teachers that create positive classrooms pay close attention to all of the environmental stimuli that are present in their educational setting (Banks, 2014).

Classroom management integrates teacher actions to create, implement, and maintain a positive learning environment. This new definition incorporates a number of tasks; connecting and developing caring and supportive relationships with and among students with high and explicit expectations; organising and implementing instruction that facilitates deep and meaningful learning and encourages student engagement; promoting the development of students' social skills and self-regulation to assist students to clarify challenges and solve problems; and, the use of appropriate interventions to assist student with challenging behaviours (McDonald 2013, Weinstein, 2006). "Clearly classroom management is a multifaceted endeavour that is far more complex than establishing rules, rewards and penalties to control students' behaviour" (Weinstein, 2006, p. 5). An oft-cited definition of classroom management comes from Evertson and Weinstein (2006):

> *"The actions teachers take to create an environment that supports and facilitates both academic and social–emotional learning … It not only seeks to establish and sustain an orderly environment so students can engage in meaningful academic learning, it also aims to enhance students' social and moral growth" (p. 4).*

What is Effective Classroom Management?

Whilst order is clearly important, it is not the primary goal, but it does serve a purpose in enabling student learning and social and moral growth. Henley (2010) identifies classroom management as the "essential teaching skill" (p. 4) and suggests effective teachers minimise misbehaviours to reduce interruptions and create learning environments that allow for students' intellectual and emotional growth. Henley takes a very restorative approach to classroom management, using more time in the classroom to teach discipline and therefore facilitating activities that enable student self-control. He believes that in doing this, a teacher is less likely to spend time dealing with misbehaviour, and more time on meaningful academic instruction and learning. In other words, effective classroom management over time leads to greater student growth in areas that are used to judge teacher effectiveness.

McDonald extends Evertson and Weinstein's (2006) definition and suggests "classroom management involves teacher actions and instructional techniques to create a learning environment that facilitates and supports active engagement in both academic and social and emotional learning"(p.20). With the diverse backgrounds, interests and capabilities of students, meeting their needs and engaging them in meaningful learning requires care and skill.

Whilst developing an orderly learning environment enables students to engage in meaningful activities that support their learning, this orderly learning environment, suggests McDonald, is only truly attained when teachers understand their own and their students' needs and work together to meet these needs. His work outlines a Positive Learning Framework (PLF), based on current resilience, self-worth, and neurological research and positive psychology, which highlight the strengths that students have and how, as educators, teachers can draw upon these strengths in assisting all children to grow. The PLF offers a continuum of teacher behaviours from planning, preventative techniques, instructional design and ways to respond to student behaviour. By learning to use their skills effectively, teachers can develop quality learning environments, characterised by positive teacher-student relationships (McDonald, 2013).

More recently, educational policy and research in the past ten years have guided teachers toward more experimental and scientifically validated empirical practices (Hattie, 2009). In searching the empirical literature Simonsen, Fairbanks, Briesch, Myers & Sugai (2008) identified five evidence-based classroom management practices. "Classroom management practices were considered evidence-based if they were (a) evaluated using sound experimental design and methodology (group experimental, group quasi-experimental, experimental single subject designs, or causal comparative); (b) demonstrated to be effective; and (c) supported by at least 3 empirical studies published in peer-refereed journals" (pp. 352-353). A variety of specific strategies and general practices that met the criteria for being "evidence-based" were found and grouped into five critical features of effective classroom management.

1. Maximise structure through the use of teacher directed activities, explicitly defined routines and the physical classroom arrangement in terms of good spacing of clusters of desks and visual displays.
2. Establishing expectations and teaching social skills by identifying and defining a small number of positively stated rules or agreements and then ensuring that these are well taught, modeled, reviewed and supervised by the teacher moving around the room, interacting with students, reminding and redirecting students to appropriate behaviour.
3. Actively engage students in their learning in order to minimize misbehaviours by using a variety of instructional techniques.

4. Acknowledging appropriate behaviours by using a range of strategies that focus on identifying and recognizing appropriate classroom behaviours through the use of both individual and group encouragement.
5. Using a range of strategies to respond to misbehaviour from low-key techniques to remind and redirect the behaviour, planned ignoring through to logical consequences. Those responses "that were direct, immediate, and ended with the student emitting the correct response were most effective in increasing future success rates" (Simonsen, Fairbanks, Briesch, Myers & Sugai, 2008, p. 365).

Judging what is and what is not effective classroom management is a complex issue, as evidenced in research by De Jong (2005) aimed at identifying best practice in Australian schools. De Jong found that many of the approaches that were identified as best practice "lacked 'hard' evidence to substantiate claims of successful outcomes" (2005, p. 357). Only 20 percent of the programs surveyed in this study had been formally evaluated, some were in the process of being evaluated and many relied on anecdotal evidence. There was, however, emerging indication that successful approaches were contingent on key contributing factors and beliefs. The aim of the project was to conceptualise some guiding principles and practices that could be used to support the development of more appropriate approaches to managing behaviours in classrooms, schools and districts. There were two key questions that drove the study: what characterizes best practice in addressing student behaviour and what are the key principles in addressing student behaviour issues. De Jong surveyed between 6 – 10 programs in each of the three school jurisdictions – Catholic, State and Independent – and using the review of literature on best practice in Australian schools looked for links and overlaps. Where the literature made repeated reference to certain aspects and the surveys confirmed this was then consider good practice. "For the purposes of this project, best practice was interpreted as *strategies* associated with philosophy, policy, organizational structure and culture, procedure, development and action that are likely to result in successfully addressing student behaviour issues" (De Jong, 2005, p. 356).

The framework that evolved from this exploration identified seven core principles and practices for managing student behaviour that synthesise many of the key elements explored in the interactionalist/authoritative movement.

1. A need to understand behaviour from what De Jong called an "eco systemic perspective" emphasizing the complex interplay between environmental, interpersonal and intra personal factors. That the behaviour of students is affected by both the context and the behaviours of others – including teachers – and that this requires looking beyond the behaviour to gain an insight into the motivations and influences to address the problem environment as well as the problem behaviour. What this suggests in practice is that a "one size fits all" approach will not work and that flexible, individualized learning environments may be necessary for some students.
2. A health promoting approach to creating safe, supportive and caring environments. Health is defined in terms of physical, cognitive, social, emotional and spiritual dimensions serving to develop safe learning environments that in turn will promote healthy behaviours. In practice this is about connection, with established pastoral care systems that incorporate proactive rather than reactive approaches.
3. Inclusiveness, which caters for different needs, recognizing and celebrating diversity. This is about creating a climate that sees behaviour as part of diversity – not a deficit model that requires fixing but rather at risk behaviours that need guidance. In practice this is about understanding that behaviour is linked to learning and that quality

curriculum and teaching will maximize student engagement and minimize misbehaviour. "Such a curriculum endeavours to develop critical thinking skills, focusing especially on decision-making, appraising conflict situations and restorative justice" (De Jong, 2005, p.361)

4. Placing students at the center of the learning and focusing on the whole child – their social, emotional and academic needs. In practice this is a clearly articulated behaviour management policy that does so much more than just dictate or enforce rules. It makes explicit its assumptions and beliefs in regard to students' needs, their behaviours and the influences on these behaviours and focuses on providing an environment that is safe, caring and supportive, providing the school community with clear expectations and ongoing resourcing and development.

5. Behaviour and instruction are linked and teachers and teaching make a difference. As mentioned earlier, effective instruction maximizes student engagement, which in turn minimizes misbehaviour. In practice this involves teachers using a variety of instructional techniques and strategies with activity- based methods of learning, including cooperative learning practices. This links strongly with Woolfolk Hoy and Weinstein's report that showed that students want interactive instruction that more fully engages them in their learning, with their peers, as opposed to chalk and talk pedagogy synonymous with textbooks and worksheets, highlighting the "inseparable relationship between classroom management and instruction" (Woolfolk Hoy & Weinstein, 2006, p. 210).

6. Positive relationships, especially between teacher and student are essential to learning. This principle advocates that teachers should make it their priority to develop positive relationships with students and encompasses the idea that as teachers we earn respect rather than deserve respect. This type of approach reflects a range of management strategies that maximize on-task behaviour such as negotiating agreements, setting clear expectations, planning student transitions, with-it-ness, and proximity. It features teachers who model appropriate behaviour, using encouragement rather than praise and choice rather than punishment, aiming to help students develop self-management and responsibility.

7. Well established internal and external support structures recognizing the African proverb that "it takes a village to raise a child". Best practice associated with this is similar to that suggested in the tiered approach from Positive Behaviour Supports (PBS) but encompasses student needs being addressed through a case management strategy giving individual attention when necessary. This ensures that students and parents experiencing behaviour issues have access to a variety of mental health services both community and school based.

Whilst De Jong's work highlighted similar aspects to those of Simonsen et al. (2008) he also identified the need for sound knowledge and understanding of young people, their needs and influences on their behaviours. Simonsen et al. identified key strategies for effective classroom management whereas De Jong (2005) identified beliefs and knowledge as well as practice within the key principles outlined. It is clear from the research on teachers' and pre- service teachers' beliefs about classroom management (Brophy, 1998; Flowerday & Shaw, 2000; Lyons & O'Connor, 2006; Woolfolk Hoy & Weinstein, 2006) that whilst they require continual training and support in using effective classroom management strategies, they also need to identify and nurture attitudes and beliefs that are consistent with current research about teacher effectiveness which involves both the interconnectedness of instruction and behaviour management as well as

a clear understanding of an eco-systemic approach to discipline that considers the complex interplay between 'environmental, interpersonal and intra-personal factors' (De Jong, 2005, p. 359).

Teacher Effectiveness and Classroom Management

Teachers have a powerful impact on the classroom environment. While many factors impact student learning, the research pertaining to influences on student behaviour and learning repeatedly point to the effectiveness of teachers as a key component. Hattie (2003) suggests that the answer to improving outcomes for all students "lies in the person who gently closes the classroom door and performs the teaching act –the person who puts into place the end effects of so many policies, who interprets these policies, and who is alone with students during their 15,000 hours of schooling" (p 2). Hattie was not the first to point to the powerful influence of the teacher. A common finding in resilience research is the power of a teacher. Werner and Smith (1989) found that,

> Among the most frequently encountered positive role models in the lives of the children . . . outside of the family circle, was a favourite teacher. For the resilient youngsters a special teacher was not just an instructor for academic skills, but also a confident and positive model for personal identification (p. 162).

Repeatedly, teachers are described as providing, in their own personal styles and ways, the three protective factors for students: caring relationships, high expectations and opportunities for participation and contribution. The approaches, or strategies, used by teachers can provide a set of best practices to guide our work in classrooms and schools. However, as with all teaching practice, it is often one's beliefs, about young people, their needs, the behaviours they exhibit, and the influences on those behaviours, which drive our actions. "Our philosophy about the nature of teaching, learning and students determine the type of instruction and discipline we have in schools and classrooms"(Freiberg, 1999, p.14)

Whilst framing teacher effectiveness as a teacher's ability to produce gains in students' learning (as reflected in standardized test scores) has a certain amount of credibility, as most would agree that a teacher's role is to help students learn, this type of definition is also very limiting. Other ways in which teachers can contribute to successful students, communities, and schools are often overlooked (Goe, Bell, & Little, 2008). Formulating a definition of effective teaching, Goe, Bell and Little (2008) evaluated various discussions in the recent literature as well as in policy documents, standards and reports. They concluded that effective teachers have high expectations for all students and help students learn; they contribute to positive academic, attitudinal, and social outcomes for all students; they use resources to plan and structure engaging learning opportunities; they contribute to the development of classrooms and schools that value diversity and civic-mindedness; and, they collaborate with other teachers, administrators, parents, and education professionals to ensure student success.

Reviewing the literature on teacher effectiveness provides a more varied and nuanced view. Campbell, Kyriakides, Muijs, and Robinson (2003) state, "teacher effectiveness is the impact that classroom factors, such as teaching methods, teacher expectations, classroom organisation, and use of classroom resources, have on students' performance" (p. 3). Teaching effectiveness can be understood by studying the models of instruction that define what it is that effective teachers know and do and the behaviours that effective teachers incorporate into their

daily professional practice. Marzano's model of teaching effectiveness, The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction includes: establishing learning goals, students' interaction with new knowledge, student practice to deepen understanding, engaging students, effective classroom management, effective student teacher relationships, communicating high expectations for students, and effective assessment practices (Marzano, 2007). Charlotte Danielson's framework for teaching, first published in 1996, identifies those aspects of a teacher's responsibilities that have been documented through empirical and theoretical research as promoting student learning. Danielson refers to four key domains of teaching; planning and preparation; the classroom environment; instruction and professional responsibilities (Danielson 2009). Hattie (2008) refers to effective teachers as expert teachers who identify various ways to represent information, create a positive classroom climate, monitor learning, believe all children can succeed and influence both surface and deep learning. One thing that many frameworks and much research on effective teaching suggest, is that a distinguishing characteristic that effective teachers seem to have is that, in all their approaches to planning, designing and implementing instruction and assessment, their focus is on creating positive learning environments for all students.

Teacher Standards and Classroom Management

The AITSL standards for teachers clearly outline specific knowledge and understanding of young people, their needs and how they learn as well as effective approaches to assisting their development and growth that teachers can utilise to have a positive impact.

The standards offer direction for what an effective teacher should know and be able to do at four career stages and AITSL's statement of intent defines its mission in terms of promoting excellence by supporting more teachers to teach like the best. "To focus on improving teaching, it is necessary to have a clear vision of what effective teaching looks like" (AITSL, Australian Teacher Performance and Development Framework, 2012, p. 3). AITSL presents a comprehensive picture of the elements of effective teaching organised around the domains of professional knowledge - know the students and how they learn and know the content and how to teach it; professional practice - plan for and implement effective teaching and learning; creating and maintaining supportive and safe learning environments; assess, provide feedback and report on student learning; and, professional engagement - engage in professional learning and engage professionally with colleagues, parents/carers and the community. At the highly accomplished level teachers are recognised as "highly effective, skilled classroom practitioners" who constantly seek ways to improve and maximise learning opportunities for their students. "They provide colleagues, including pre-service teachers, with support and strategies to create positive and productive learning environments" (AITSL, National Professional Standards for Teachers, 2011, p. 6). The Australian Professional Standards for Teachers and other similar research-based frameworks provide a broad picture of what makes for effective teaching.

The classroom management practices associated with effective teachers can be seen throughout the standards in both the professional knowledge and the professional practice domains. An effective teachers role is to support student participation by establishing and implementing inclusive and positive interactions (standard 4.1), which cannot be done without establishing and maintaining orderly and workable routines, to create an environment to engage and support all students in classroom activities and learning tasks (standard 4.2). In order to

enhance this learning, teachers first of all understand the physical, social, and intellectual needs (standard 1.1) of students and know how they learn (standard 1.2). This enables the development of effective teaching strategies, that address the learning strengths and needs of students from diverse backgrounds (standard 1.3) and differentiate teaching to meet the specific learning needs of all students (standard 1.5). Teachers will then be better equipped to plan, structure and sequence learning programs (standard 3.2) that establish challenging learning goals and develop a culture of high expectations for all students (standard 3.1). Teachers will more readily use effective classroom communication, including verbal and non-verbal strategies, to support student understanding, participation, engagement and achievement (standard 3.5) as well as select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking (standard 3.3). All of this whilst managing challenging behaviour, establishing and negotiating clear expectations with students and addressing discipline issues promptly, fairly and respectfully (standard 4.3).

It would seem apparent from these standards that effective teachers know who their students are. They know their students' needs, their learning styles, their strengths and areas they need to improve as learners. They are masters of their subject matter, but more importantly, effective teachers are continually focused on their students' learning and development as young people. This particular trait of effective teachers could be categorized as that of classroom management "... teacher actions and instructional techniques to create a learning environment that facilitates and supports active engagement in both academic and social-emotional learning" (McDonald, 2013, p. 20).

Much of the process–product research "has contributed to the development of teaching principles and practices that, when implemented systematically in classrooms can enhance student learning and support positive classroom behaviour" (Gettinger & Kohler 2006, p. 90). Studies in the past have attempted to assist teachers with adopting these more effective classroom management strategies giving them manuals and access to workshops to further explain how these strategies could be used (Emmer, Sanford, Clements & Martin 1983). To begin with, some strategies resulted in improved behavioural patterns exhibited by the students; however, within six months teachers were no longer using the strategies recommended. Whilst this may have resulted from the treatment being mainly informational with no opportunity for feedback, directed practice or continued encouragement and support from colleagues or mentors, Clements and Martin (1983) also found that teachers tended to fall back on old habits based or incorrect and sometimes misconstrued views of young people. As many teachers not only lack skills in classroom management but have attitudes and beliefs that are inconsistent with current research about classroom management and young people it would seem apparent that even practicing teachers need assistance in clarifying and changing misconceptions in their thinking (Brophy, 1988), which will in turn impact their practice.

A need for consistency with current research rather than a reliance on preformed attitudes and beliefs is also true when it comes to the AITSL standards. While the current AITSL standards establish nationally what is required of teachers in Australia and are relatively broad in focus, some states within the federal system are continuing to develop/modify their own set of standards, which focus more on practice than building knowledge. Recently, for example, the New South Wales (NSW) Centre for Education, Statistics and Evaluation (2014) identified only 5 standards as closely aligned to the focus area of classroom management, all situated within the practice domain. These include 3.2 – Plan structure and sequence learning programs; 3.5 – Use effective classroom management communication; 4.1 – Support student participation; 4.2 –

Manage classroom activities and 4.3 – Manage challenging behaviour. Whilst this seems to fall into the trap highlighted earlier of focusing only on changing or enhancing practice rather than also building more informed and relevant knowledge and beliefs it does however correlate with the Centre's suggestion, drawn from the US National Council on Teacher Quality (NCTQ), that there are five key strategies for effective classroom management:

1.   Rules – establish and teach classroom rules to communicate expectations for behaviour.
2.   Routines – build structure and establish routines to help guide students in a wide variety of situations.
3.   Praise – reinforce positive behaviour, using praise and other means.
4.   Misbehaviour – consistently impose consequences for misbehaviour
5.   Engagement – foster and maintain student engagement by teaching interesting lessons that include opportunities for active student participation.

This same trend toward narrowing the focus of classroom management to that of control has also occurred in England through a Government "White Paper" (1998) which also supported behaviourally-based management programmes and endorsed schemes such as Canter and Canter's 'Assertive Discipline 'package" (Bromfield, 2006, p. 189). The emphasis in all three approaches, those in the US, in NSW and in England, appears to be on control and quick fixes, despite the fact that research has shown that rigid rules, rewards and punitive approaches are more likely to exacerbate, rather than eliminate, behaviour problems in schools (Cooper, 1998).

The NSW Education Department Centre for Education, Statistics and Evaluation does also mention an additional six strategies that the NCTQ identified as not having the same level of research consensus but were viewed as valuable topics:

1.   Managing the physical environment.
2.   Motivating students.
3.   Using the least intrusive means.
4.   Involving parents and the community.
5.   Attending to social / cultural / emotional factors that affect the classroom's social climate.
6.   Building positive relationships with students.

Interestingly these "additional six strategies" are supported by research. The MCEETYA (The Ministerial Council on Education, Employment, Training and Youth Affairs) funded Student Behaviour Management Project is just one project that identified these core behaviour management principles as best practice in Australia (De Jong, 2005). These principles are well supported by research from around the world, similar to Simonsen, Fairbanks, Briesch, Myers & Sugai (2008) empirical literature search, which viewed classroom management as integrating teacher actions to create, implement, and maintain positive learning environments. This type of definition incorporates similar tasks as those De Jong alluded to such as connecting and developing caring and supportive relationships with and among students with high and explicit expectations; organising and implementing instruction that facilitates deep and meaningful learning and encourages student engagement; promoting the development of students' social skills and self-regulation to assist students to clarify challenges and solve problems; and the use of appropriate interventions to assist student with challenging behaviours (McDonald 2013; Weinstein, 2006). Most of the current research on classroom management tells us that it is a "multifaceted endeavour that is far more complex than establishing rules, rewards and penalties to control students' behaviour" (Weinstein, 2006, p. 5). It is also very apparent that cultivating effective classroom management in our classrooms and schools is as much about challenging,

changing, adapting and enhancing teachers' beliefs, knowledge and perspectives on young people, as it is about changing teachers' practice.

Whilst the 5 standards suggested by the NSW Centre for Education, Statistics and Evaluation certainly do partly align with the definition of classroom management, so also do more pertinent standards that refer to teachers' knowledge, beliefs and understandings of young people and their behaviours. To ignore these would be to ignore possible avenues toward improving teacher effectiveness. For example, using the seven core behaviour management principles from the MCEETYA project we can see many more standards that have a very important relationship with the understanding and application of effective classroom management, and these are also reflected by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) when they endorsed standards and procedures for the Accreditation of Initial Teacher Education Programs in Australia (2013). During the development of these standards, the Ministerial Council, together with AITSL, specified a number of priority areas for initial teacher programs one of which is classroom management. In more clearly defining this area they were very explicit in linking this to more broader aspects of the AITSL standards noting three particular standards: Standard 1: Know students and how they learn, Standard 3: Plan for and implement effective teaching and learning and Standard 4: Create and maintain supportive and safe learning environments.

Conclusion

Behaviour problems in the classroom have been identified as a factor in the retention of teachers to the profession. The Australian Education Union (2006) national survey of 1200 beginning teachers identified behaviour management as the second most significant concern, after workload, for newly qualified teachers. Further, several studies have identified behaviour problems in the classroom as a significant factor in the stress and burnout for both novice and experienced teachers (Blankenship, 1988; Griffith, Steptoe, & Cropley, 1999; Martin, Linfoot, & Stephenson, 1999; Schottle & Peltier, 1991; Ingersoll 2002; Ingersoll & Smith 2003). If we are to truly assist teachers to "teach like the best"(AITSL, 2014, Statement of Intent), we need to ensure that we guide and direct them in terms of effective classroom management.

As consistently demonstrated in the literature, effective classroom management calls upon both a theoretical and a practical understanding of the needs of the young people and the impact that teachers can have in their academic and socio-emotional learning. As Jacob Kounin advised, way back in 1970, the techniques required for effective classroom management

> *are techniques of creating an effective classroom ecology and learning mileu. The mastery of techniques enables us to do many different things. It makes choice possible and… actually enables the teacher to program for individual differences and to help individual children. One might note that none of them necessitate punitiveness or restrictiveness (however) the mastery of classroom management skills should not be regarded as an end in itself. (p. 144).*

In reviewing the research on effective classroom management and placing this within the frameworks on effective teaching, in particular the AITSL standards, a consistent understanding of the knowledge and perspectives has evolved. It is clear that effective classroom management is so much more than just rules, rewards and consequences, and that a mastery of classroom management skills is not an end in itself. It is evident from both the research and the standards

that knowing and understanding young people, their needs and underlying motivations for their behaviours will help to inform a teachers instructional and behavioural approach to classroom management and should therefore also inform initial teacher programs in their approaches to effectively teaching classroom management.

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Paper 2

What do students believe about effective classroom management? A mixed-methods investigation in Western Australian high schools

The Research aims addressed in this paper

Research Aim 1 – Examine students' and teachers' beliefs about creating and maintaining safe and supportive learning environments.

Research Aim 2 – Determine the convergence between student and teacher perspectives and suggest ways to assist and support practicing teachers in developing beliefs, knowledge, understanding, and skills that undergird effective classroom management

Research Aim 3 – To clarify, consolidate and extend understanding of the key elements of effective classroom management.

The Research questions addressed in this paper

Research Question 2. What are secondary students' perceptions of teachers that create and maintain safe and supportive learning environments?

Research Question 3. What are secondary students' perceptions of the frequency, efficacy and acceptability of various disciplinary interventions?

CrossMark

What do students believe about effective classroom management? A mixed-methods investigation in Western Australian high schools

Helen Egeberg[1] · Andrew McConney[2]

Abstract Students' views about teaching, learning, and school experiences are important considerations in education. The purpose of this study was to examine students' perceptions of teachers who create and maintain safe and supportive learning environments. To achieve this, a survey was conducted with 360 students to capture students' views on their classroom experiences. Follow-up focus group discussions were used to further elaborate and clarify students' perceptions. Despite varying school contexts, students provided consistent reports that effective classroom managers meet students' needs by developing caring relationships and controlling the classroom environment while developing student responsibility and engaging students in their learning.

Keywords Classroom management · Teacher–student relationship · Student perceptions

Introduction

In this study, we sought to further our understanding of classroom management. From the perspective of *students,* we aimed to identify those things that teachers do that effectively facilitate teaching and learning in classrooms. Classroom management is universally seen as a key dimension of teachers' work; this is reflected in the Australian Institute for Teaching and School Leadership (AITSL) standards that form the basis for national consistency in the accreditation of initial teacher

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education (ITE) programs, the registration of teachers and their performance development. Teachers' skill in classroom management is also often cited as the dimension of teachers' work that most strongly influences early-career retention or attrition (Buchanan et al. 2013). We believe, therefore, that this research has an important contribution to make in improving the quality of teaching and learning in schools, as well as in informing the current re-examination of ITE in Australia (e.g., TEMAG 2014) and internationally (e.g., OECD 2014). We hold this view because our approach means that findings that potentially emerge are grounded in the realities of classroom life as experienced by those whom we seek to most influence, the students themselves.

Much research on effective teaching and classroom management has canvased teachers' views and typically refers to teachers' knowledge and beliefs. In contrast, research on students' views often refers to perceptions (thoughts, beliefs and feelings) about persons, situations or events (Schunk and Meece 1992). In addition, students' thoughts, beliefs and feelings are often portrayed as overlapping and interchangeable. Young people, however, hold well-articulated views regarding effective and ineffective classroom management (Ainley 1995). The factors that students consider to affect this dimension of teaching are important if all students are to be engaged, active and confident in their learning and school experiences (Ainley 2004; Fullarton 2002; Martin 2003; Romanowski 2004). As the central participants in classroom interactions, both students and teachers have strong views about what it takes to effectively manage learning and behaviour. To ignore the thinking of either of these stakeholders would be to the detriment of teaching and teacher education (Woolfolk Hoy and Weinstein 2006).

The concept of *student voice* has also been reflected in various Organisation for Economic Cooperation and Development (OECD) reports that stress the importance of a "school ethos focused on student needs, with the whole school team taking time to find out the needs and interests of students; with students listened to and their voice used to drive whole school improvement" (OECD 2006, p. 25). Recent work undertaken in the United States, and supported by the Gates Foundation Measures of Effective Teaching (MET) Project also noted that:

> No one has a bigger stake in teaching effectiveness than students. Nor are there any better experts on how teaching is experienced by its intended beneficiaries. But only recently have many policymakers and practitioners come to recognize that - when asked the right questions, in the right ways - students can be an important source of information on the quality of teaching and the learning environment in individual classrooms. (MET Project 2012, p. 1)

Whilst the voice of young people is being increasingly sought in a number of areas, it has also been criticized and questioned as to its legitimacy and validity. "This is particularly so, over the issue of whether the focus of this work should be on supporting young people articulate their voice or directed at getting professionals to listen and respond" (Hadfield and Haw 2001, p. 485). The aim of this research is to do both—provide an outlet for students' collective voice to be amplified in the hope of further articulating this into practice.

Attending to *student voice* in school or teacher improvement is therefore about valuing the learning that results when we engage the capacities and voices of young people in schools (Jackson 2005). In this study, we have focused on hearing student voices about teaching and learning. In particular, we sought to understand students' views about teachers who create and maintain safe and supportive learning environments, and the frequency, efficacy and acceptability of various disciplinary interventions.

Students' perceptions of effective classroom management

Research shows that students are not passive recipients of teacher actions. Students choose to resist or comply and make decisions to ignore, avoid, sabotage or question teachers' requests. Students' actions are purposeful based on their interpretations of classroom life and their relationships with teachers (Schlosser 1992; Sheets 2002; Sheets and Gay 1996). Because of this and because students' decisions about whether to behave and cooperate are often based on their respect for the teacher, Woolfolk Hoy and Weinstein (2006) focused on students' perceptions of "good teachers" (p. 183) from which three key factors emerged. Students believe that "good" teachers: (1) establish caring relationships with students; (2) exercise authority without being rigid, threatening or punitive; and (3) "make learning fun" (p. 187).

Care

In establishing caring relationships, studies continue to show the importance students place on teachers' willingness to "be there" for them, listen and show concern for students' personal and academic lives (Cothran and Ennis 2000; Cothran et al. 2003; Ferreira and Bosworth 2001; Garrett et al. 2009; Garza 2009; Garza et al. 2010). More positive behaviours in class were reported with teachers who developed caring, respectful relationships with students. Students distinguished between academic and personal caring and believed strongly that they need to feel cared for before they could care about school. Students frequently named teachers as caring or uncaring and these distinctions were central to their discussions on effective classroom management. Critical to teachers being perceived as caring was their ability to communicate and listen to students.

Authority

Students also distinguished between teachers who are 'strict' and those who are 'mean' (Weinstein 2003) and want teachers who are able to maintain order, provide limits for behaviour, and create a safe environment. In a study by Lewis et al. (2012) students from seven secondary schools in Northern Metropolitan Melbourne, who had been excluded from class for misbehaviour, completed questionnaires. The study reported that 58% of the students did not recall being given an explanation for

their exclusion, 29% reported that their teachers seemed calm, not angry and 70% of students noted no prior warnings or consequences. More than 45% of students felt rejected and that the teachers had been mean and uncaring which in turn reinforced their inclination to misbehave.

Similarly, when grade six to twelve physical education students were asked why they thought some teachers were not good managers, they offered two views (Cothran et al. 2003). First, some students thought teachers worried that by being strict, they would not be liked; second, students thought some teachers did not have the knowledge or confidence to manage a class. In informal interviews published elsewhere, students' desire for teachers to maintain order and provide limits for behaviour was expressed (Weinstein 2003): "teachers need to be a strong authority figure…teachers need to show strength…teachers need to come off as someone who has control" (pp. 25–26). Just as being too lax was a problem, so was being too strict. As one student in Cothran et al.'s (2003) study suggested "a lot of times if you have a stricter teacher you sometimes have more trouble because students will want to act up to make some fun if the teacher isn't fun" (p. 438).

Students felt more positive about their classes when teachers were seen as both "cooperative"—caring, helpful, friendly, and supportive and "dominant"—showing leadership, being influential, and acting in an authoritative manner (Brekelmans et al. 2002, p. 1). In other words, students indicate that they respect teachers who have rules but are not overly rigid, and set themselves "above and apart" (Davidson 1999, p. 360).

Fun

According to students, teachers should also "make learning fun" (Woolfolk Hoy and Weinstein 2006, p. 187). Studies show that students appreciate a teacher who has the ability to develop and implement engaging, varied lessons. In 1991, McIntyre completed a study with 308 "acting-out" students, ranging in age from five to 20, in self-contained classes in a large urban area. Students reported (via survey) that they behave better and work harder for teachers who teach well and show them respect. From the students' perspectives, engaging teachers are those who communicate, care and enthusiastically present active learning opportunities (Cothran and Ennis 2000). For students, communication involves teachers talking with them, listening and valuing their input. When students feel like the teacher cares about them and their learning they are more likely to engage. This is shown by teachers using interactive, participatory strategies structured to meet students' interests and needs. Students also have high praise for teachers who combine humour, enthusiasm and creativity in their lessons (Davidson 1999).

Disciplinary interventions

Students also have strong views on disciplinary interventions utilized by teachers. Lewis et al. (2008) administered a questionnaire on disciplinary strategies to more than 5000 students in Years 7–12 in Australia, Israel and China. Students were

asked to indicate the extent to which their teacher used interventions ranging from hints and nondirective descriptions of unacceptable behaviour to punishment and aggressive techniques. The questionnaire also asked students to report how they feel when their teacher responds to misbehaviour. The patterning of correlations evident in the data collected in different national settings was very similar and showed that both punishment and aggression have a strong association with negative affect towards the teacher, often associated with the intervention being perceived as unjust and causing further distraction. Hinting and the involvement of students in discussion and disciplinary actions were found to be associated with greater liking of the teacher and stronger belief that the intervention was necessary and therefore not distracting. An earlier study by Lewis (2001) suggested that teachers' use of relationship strategies such as recognitions, discussions, involvement and nondirective hints rather than coercive discipline (punishment and threats) promoted greater student responsibility. Interestingly, Lewis et al. (2005) further suggested that Chinese teachers appear less punitive and aggressive than do those in Israel or Australia and more inclusive and supportive of students' voices.

Discourse around excellence in teaching and improving learning outcomes for all students often includes political, school administration and teacher voices. Student voices, however, tend to be heard less but need to be part of the discourse as students are capable of identifying what teachers do and do not do well (Murphy et al. 2004). Hadfield and Haw suggest that voice "privileges experience, over theory or training, as the basis of an individual's understanding of an issue or activity, and the meaning they give to it" (Hadfield and Haw 2001, p. 485). It prefers subordinated 'voices' over dominant 'voices' and is often used with excluded or silenced youth. A key part of the discussions around 'voice' suggest examining and challenging the processes that silence these groups. Research on school dropouts for example has been predominantly concerned with identifying key characteristics of this cohort rather than with examining the experiences and perspectives of these students to challenge the notion that schools do not contribute to the decision or choices made (Stevenson and Ellsworth 1993). The same could be suggested around behaviour and therefore classroom management. Much has been concerned with identifying key characteristics of those students who are defiant or badly behaved and little actually examining the experiences and perceptions of these young people. Engaging in such research may in fact show that schools also contribute to the manifestation of these behaviours.

This research, therefore, gives voice to the views and experiences of students regarding effective classroom management with the intent of meaningfully contributing to the ongoing discourse around ITE and school improvement. One overarching question frames this research: what characteristics or descriptions do high school students ascribe to or associate with teachers they have identified as being effective classroom managers? Important component questions include: do students' characterizations of effective classroom managers differ according to student gender, school sector or socio-educational advantage (SEA)?

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Method

Using *classroom management* as a conceptual umbrella, this research examines high school students' views on three inter-related aspects of teacher practice: classroom management (actions to create a productive, orderly learning environment), discipline (actions to elicit change in students' behaviour), and socialization (actions to help students fulfil their responsibilities) (Woolfolk Hoy and Weinstein 2006). Our overarching intention was to understand better what teachers do to create and sustain safe and supportive learning environments, *from the perspective of their students.*

We used a mixed methods sequential explanatory design, with two distinct phases: quantitative followed by qualitative (Creswell 2014), the later enabling broad and deep examination of student participants' perspectives. We started with a student survey to identify apparent differences among groups (e.g., girls vs boys, private schools vs public schools) and potentially anomalous results. We then followed up these results with an in-depth qualitative study, comprising student focus groups, to further shed light on why these results occurred.

The study is also interpretive in nature with a focus on the characterization and interpretation of students' perceptions concerning classroom management. Two key issues need to be contemplated before beginning any piece of research with young people; how the 'voice' of young people is used and the medium through which it is possible to articulate their 'voice'. Hadfield and Haw (2001) refer to three types of voices and the importance of knowing which type of voice young people will be giving to their experience in order to determine ways to amplify this voice. The three types are authoritative, critical and therapeutic. The voice that students have chosen to use in the context of their participation in this study was an authoritative one—a voice of those who have a shared common experience. Students described their views through surveys and focus group discussions. The authors, university teacher educators in Western Australia, summarized, analysed and interpreted these views to enhance our understanding and contribute to the research literature on effective teaching and classroom management.

To reflect potential variations across schools, we recruited student participants from a range of schools and backgrounds including higher and lower index of community socio-economic advantage (ICSEA) schools, private and public schools, and male and female students. Students were recruited from metropolitan high schools in Perth, Western Australia (WA), and in all comprised 360 Year 9 and 10 students (255 males and 105 females), ranging in age between 14 and 16 years. Each of the three school sectors—the Association of Independent Schools of WA (AISWA), the Department of Education (DOE) and the Catholic Education Office (CEO), was contacted for approval to conduct the study and ethics approval was granted before the first author approached the principals of over 30 schools to request their involvement.

After recruitment, one AISWA school, two CEO schools and seven DOE schools volunteered to participate. For the purpose of this research, we combined the AISWA and CEO schools into one group classified as "private" schools. To ensure

some parity in number of schools, we chose to use only three DOE (public) schools in the research and the number of participants at each school was determined by the school. Information sheets and consent forms were provided to parents to gain informed consent for obtaining data from students. Table 1 provides a breakdown of student participants by school characteristics and gender. Two of the schools used in the study were large schools for boys. Whilst this provided us with additional participants, it also brought about an imbalance in the numbers of boys from more privileged schools. When analysed, however, very little difference was found in the typical views of boys in comparison to their female peers, or in comparison to the participants as a whole. These checks supported our decision to include the boys despite the imbalance in gender distribution.

The Index of Community Socio-Educational Advantage (ICSEA) is a scale developed by the Australian Curriculum, Assessment and Reporting Authority (ACARA). The ICSEA uses information relating to parental occupation and education, and school characteristics such as location and the proportion of Indigenous students enrolled to provide a numerical scale reflecting socio-educational advantage. ICSEA values can range from around 500 (representing extreme educational disadvantaged) to about 1300 (representing schools with students with very advantaged backgrounds) (ACARA 2015). In Western Australia in the year these data were collected, the ICSEA values for Perth metropolitan secondary schools ranged from 896 to 1258. Whilst ICSEA values are calculated on a scale with an average of 1000, in the year this research was collated the average ICSEA value for Perth metropolitan secondary schools was 1056. In this study, the highest ICSEA value was close to 1180 and the lowest ICSEA was close to 900 with an average ICSEA value of 1092. Therefore, for the purposes of this study, schools with an ICSEA above 1070 were considered to have a more privileged level of socio-educational advantage (SEA), and those with values less than 1070 were considered to have a less privileged level of SEA.

Two instruments were used for data collection: the first was a survey that allowed students to characterize their views of what it is that teachers do in effectively managing their classrooms; the second, focus group interviews, allowed groups of students in each school to provide more depth to their perspectives of effective classroom management.

The survey used in the first phase was developed by the Tripod project at Harvard University, with the "tripod" built around content, pedagogy and relationships with

Table 1 Number of participants by school sector, gender and SEA

	Private		Public	
	Male	Female	Male	Female
Higher SEA schools ($n = 3$; ICSEA values above 1070)	194	4	13	36
Lower SEA schools ($n = 3$; ICSEA values up to 1070)	7	15	41	50
Total	201	19	54	86

a range of key indicators of student engagement spanning emotional, motivational and behavioural engagement (Ferguson 2010). This "tripod" appealed as it was similar to that used in defining classroom management: classroom discipline, pedagogy and socialization. In this study, we used the Students Perceptions Survey (SPS) from Cambridge Education and Tripod Survey Assessments as it most closely aligned with these three elements. The SPS was previously used in the MET project as a tool for capturing students' views on their classroom experiences. The survey assesses key dimensions of school life and teaching practice as students experience them and is grounded in theoretical and empirical work in education, psychology and in the study of organizations (Phillips and Rowley 2015). The central constructs used in the SPS come from the 7Cs framework for *effective teaching* (Tripod Project 2011), and include the following:

1. *Care* Show concern and commitment.
2. *Confer* Invite ideas and promote discussion.
3. *Captivate* Inspire curiosity and interest.
4. *Clarify* Cultivate understanding and overcome confusion.
5. *Consolidate* Integrate ideas and check for understanding.
6. *Challenge* Press for rigor and persistence.
7. *Control* Sustain order, respect and focus.

Socialization is further clarified within the categories of Care and Confer; pedagogy is understood within Captivate, Clarify and Consolidate; and discipline is elaborated within Challenge and Control. Tripod surveys, including SPS, require students to rate teachers using a 1–5 scale on various dimensions such as the extent to which teachers show care and consideration for their students, have high expectations, and explain material in ways to engage and ensure opportunities for student participation. In this study, students were asked to think about and respond to the survey items based on their experiences in a specific classroom, with an *effective teacher— one whom they believe creates and maintains safe and supportive learning environments.* The survey contained 35 observation-based statements allowing students to record their experiences on a five-point scale ranging from "totally true" to "totally untrue" and was completed electronically or on paper depending on what suited each school's environment.

Stage two of data collection involved focus group interviews with students who had indicated on their survey that they were willing to participate. As this research provided evaluative commentaries on effective classroom management, we recognized that the impact of these could only be truly accessed by working with students, talking with them about their perspectives and giving due consideration to the legitimacy of their 'voice'. This is particularly important when students' collective 'voice' is only one amongst many others. The focus groups allowed elaboration and clarification about students' perspectives on effective teaching and perceptions of the frequency, efficacy and acceptability of various disciplinary interventions. Each focus group involved four to six students and the composition of each, with regard to gender and age, depended on the availability and composition of students in the schools. Each focus group interview took place at the respective

school, at a time convenient to staff and students. Focus group interviews were semi-structured, audio taped for future transcription, and approximately 30 min in duration.

Findings

Stage 1: Survey

The SPS provided students a framework that allowed characterization of teachers they consider effective managers of learning and teaching. The survey results show all attributes identified in the 7Cs framework were important in students' perceptions about effective classroom teachers (Table 2). In examining the results, one behaviour showed a considerably lower proportion of students thinking it 'true' (mostly or totally) for effective teachers. Only 29% of students indicated that effective teachers *allow students to decide how activities are done in class* (item 28).

The survey was also used in determining if differences exist in students' views of effective teachers based on students' gender, school SEA and school sector. The decision to compare the groups according to the percentage who indicated that something was 'true' for them, and to provide group-wise comparisons this way rather than through inferential statistical techniques that would have highlighted statistical significance (or not) was deliberately taken to simply present a descriptive analysis before analysis of the qualitative data. The descriptive survey results highlight that there are few meaningful differences in perspectives between the different groups.

Because of the imbalance between the numbers of male and female students responding (54% private school males), it was important to first ascertain if any substantial differences exist between the responses of private school males and the views of the rest of the sample. Only four survey items showed a notable difference (greater than 10%) and all showed males from higher SEA private schools believing the item true to a lesser extent than all other students. These items shown in Fig. 1 were #28: *Students get to decide how activities are done in this class*; #24: *This teacher makes learning enjoyable;* #11: *If you don't understand something, this teacher explains it another way*; and, #2: *This teacher seems to know if something is bothering me.* For these four items, between 10 and 12% fewer male private school students (in comparison to all other groups) believed the item to be true of teachers they consider as effective classroom managers. Overall, however, this lack of substantial difference between private school male students and all other groups across the SPS's 35 items provided some reassurance that the gender imbalance in survey respondents would not have a large or misleading effect on planned group-wise comparisons.

Similarly, a comparison of responses from students in private schools against students in public schools is shown in Fig. 2. The largest difference between public and private school student responses was for item #6: *Behaviour in this class makes the teacher angry* with 18% of private school students believing this was true in

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**Table 2** Student Perception Survey responses ($n = 360$)

For this survey, we would like you to think about an effective teacher—one who you believe creates and maintains safe and supportive learning environments. For each statement please select the box that most appropriately describes your view of this classroom		Totally untrue (%)	Mostly untrue (%)	Somewhat true (%)	Mostly true (%)	Totally true (%)
Care	1. This teacher makes me feel s/he really cares about me	1	1	13	47	38
	2. This teacher seems to know if something is bothering me	2	8	28	45	18
	3. This teacher really tries to understand how students feel about things	1	4	20	46	28
Control	4. Student behaviour in this class is under control	1	1	16	47	35
	5. I hate the way that students behave in this class	38	47	11	3	0
	6. Student behaviour in this class makes the teacher angry	14	49	24	10	3
	7. Student behaviour in this class is a problem	38	47	9	5	1
	8. My classmates behave the way this teacher wants them to	1	6	23	55	15
	9. Students in this class treat the teacher with respect	1	2	12	48	38
	10. This class stays busy and doesn't waste time	1	4	25	48	22
Clarify	11. If you don't understand something, this teacher explains it another way	0	3	8	38	51
	12. This teacher knows when the class understands, and when we do not	1	3	18	46	33
	13. When s/he is teaching us, this teacher thinks we understand when we don't	24	53	14	6	3
	14. This teacher has several good ways to explain each topic that we cover in class	1	3	14	52	30
	15. This teacher explains difficult things clearly	1	2	9	48	41

Table 2 continued

| For this survey, we would like you to think about an effective teacher—one who you believe creates and maintains safe and supportive learning environments. For each statement please select the box that most appropriately describes your view of this classroom		Totally untrue (%)	Mostly untrue (%)	Somewhat true (%)	Mostly true (%)	Totally true (%)
Challenge	16. This teacher asks questions to be sure we are following along when s/he is teaching	0	3	14	45	38
	17. This teacher asks students to explain more about the answers they give	0	4	23	51	23
	18. In this class, this teacher accepts nothing less than our full effort	0	3	18	46	34
	19. This teacher doesn't let people give up when the work gets hard	1	3	16	44	37
	20. This teacher wants me to explain my answers—why I think what I think	0	2	20	44	34
	21. In this class, we learn a lot almost every day	0	3	11	43	43
	22. In this class, we learn to correct our mistakes	0	2	14	45	40
Captivate	23. This class does not keep my attention—I get bored	39	40	12	7	3
	24. This teacher makes learning enjoyable	1	3	13	44	39
	25. This teacher makes lessons interesting	1	3	11	43	42
	26. I like the way we learn in this class	1	2	8	44	46
Confer	27. This teacher wants us to share our thoughts	1	6	20	39	34
	28. Students get to decide how activities are done in this class	8	28	34	21	8
	29. This teacher gives us time to explain our ideas	1	6	20	51	22
	30. Students speak up and share their ideas about class work	2	6	25	39	29
	31. This teacher respects my ideas and suggestions	0	3	9	37	51

Table 2 continued

For this survey, we would like you to think about an effective teacher—one who you believe creates and maintains safe and supportive learning environments. For each statement please select the box that most appropriately describes your view of this classroom		Totally untrue (%)	Mostly untrue (%)	Somewhat true (%)	Mostly true (%)	Totally true (%)
Consolidate	32. This teacher takes the time to summarize what we learn each day	3	8	26	37	26
	33. This teacher checks to make sure we understand what s/he is teaching us	1	3	9	48	39
	34. We get helpful comments to let us know what we did wrong on assignments	0	2	10	46	42
	35. The comments that I get on my work in this class help me understand how to improve	1	3	11	39	47
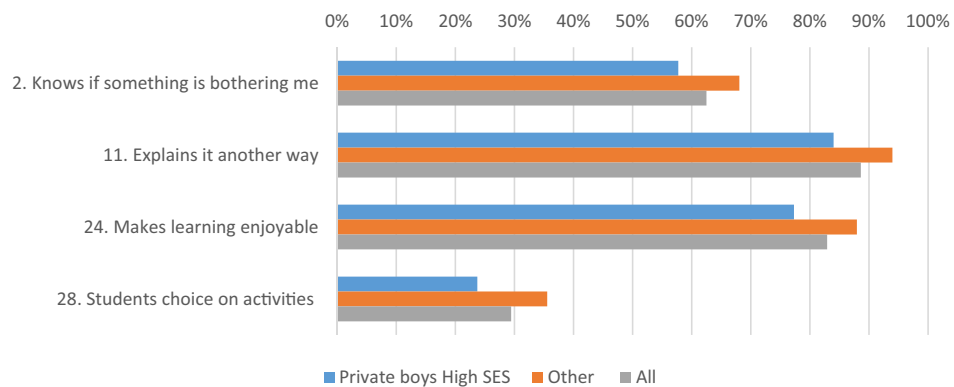
Fig. 1 Percentages of survey responses marked as 'true' (mostly or totally) of private school males compared to the views of the rest of the sample that differed by more than 10%

comparison to only 6% of public school students. Only one other item showed a higher proportion of students at private schools believing it true: 14% of students at private schools suggested that *this class does not keep my attention—I get bored* (item #23) compared to 4% of responding students at public schools. Conversely, two items showed a higher proportion of students at public schools believing it true; 69% of students at public schools thought that effective classroom managers *know when something is bothering me* (item #2) in comparison to 59% at private schools; and 89% of students at public schools suggested that effective *teachers make learning enjoyable* (item #24) compared to 79% of students at private schools.
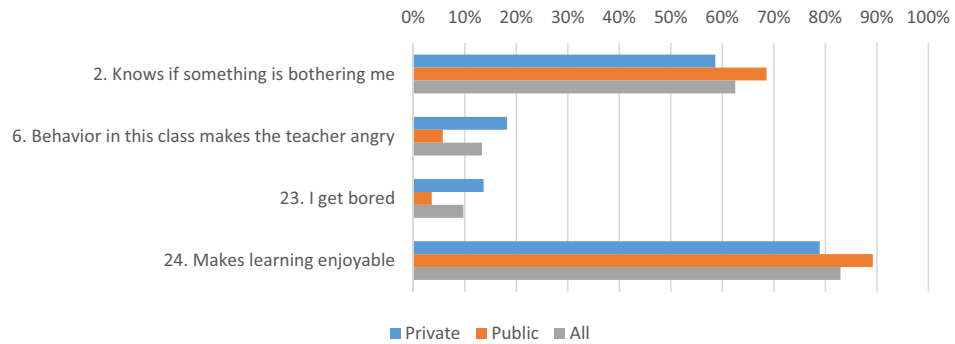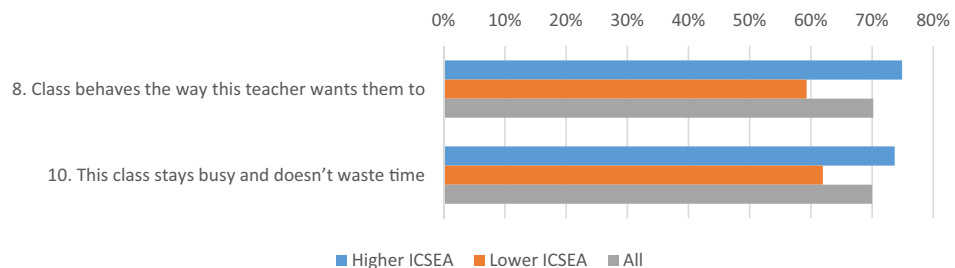
Fig. 2 Percentages of survey responses marked as 'true' (mostly or totally) of private school students compared to public school students that differed by more than 10%

Comparing schools with higher average SEA to those with lower SEA, little difference was evident in students' views of what they considered true about effective teachers' classrooms. The largest difference observed as shown in Fig. 3 was for item #8: *this class behaves the way the teacher wants them to* with 75% of students from schools with higher SEA believing this was true in comparison to 59% of students from schools with lower SEA. Similarly, 74% of students at higher SEA schools suggested it true that *this class stays busy and doesn't waste time* (item #10) compared to 62% of students at lower SEA schools.

Item #36 on the survey was an open-ended free response question that asked students what effective teachers do that helps to create and maintain safe and supportive learning environments. Using the 7Cs as a conceptual framework, we categorized students' responses to item #36 into one of the three themes, with some comments appearing in more than one category—see Table 3.

Nearly 50% of students' responses to item #36 could be categorized as addressing the theme of instruction: a teacher's ability to engage and captivate their students by creating interest, clarifying students' understandings of various concepts and consolidating this understanding especially through the use of useful and appropriate feedback. "They make the learning interesting, gets us working together not just from a book, they teach us in an interesting way that keeps us engaged and wanting to do the work".

Fig. 3 Percentages of survey responses marked as 'true' (mostly or totally) for schools with higher average SEA compared to those with lower SEA that differed by more than 10%

Table 3 Number of coding references for each of the 7Cs (subthemes) and themes (SPS)

Themes	Number of coding references	Percentage of total responses (%)
Instruction	179	49.8
Captivate	63	17.5
Clarify	75	21
Consolidate	41	11.3
Management	85	23.5
Challenge	31	8.5
Control	54	15
Relationships	135	37.5
Care	86	24
Confer	49	13.5

Another 37.5% suggested that a key strategy teachers use to create and maintain safe and supportive learning environments was to build positive relationships by showing genuine care and listening to students. "This teacher is caring, understanding and supportive and still makes sure we are learning. It's just a great classroom environment".

23% of the responses could be categorized as teachers' ability to exercise authority without being rigid, threatening or punitive. "They are great at controlling the learning environment in a way that doesn't intimidate or demean students". In response to SPS item #36, students also used words such as *kind, effective, humour, relationship, understanding, interesting, respect* and *control* to describe teachers that create and maintain safe and supportive learning environments.

Stage 2: Focus Groups

The second (qualitative) phase of data collection comprised six focus group interviews—one at each participating school—with selected student participants, from the six different schools. Focus group participants were chosen from those students who had volunteered via the survey and who were available on the day. Each group consisted of either five or six students, with a mix of male and female participants where possible. All students who participated in the focus group discussions had completed the SPS, which served to prepare students for the topic, ready for focus group discussions.

Questions such as the ones below were posed:

1. Do students choose to behave well in some classes and not so well in others?
2. Why do you behave for some and misbehave for others?
3. What do teachers say and do that cause you to behave better and do more work?
4. What do teachers say and do that cause you to behave worse and do less work?

Table 4 Number of coding references for each of the themes and subthemes (focus groups)

Themes	Number of coding references	Percentage of responses coded (%)
Instruction	79	35
Engage (captivate)	43	19
Explain (clarify)	27	12
Feedback (consolidate)	9	4
Management	60	26
Responsibility (challenge)	25	11
Order (control)	35	15
Relationships	91	39
Relationship (care)	72	31
Student voices (confer)	19	8

5. What do you think makes for a good teacher?

Similar to the analysis of responses to the open-ended SPS item (#36), we categorized comments into subthemes to further reflect the 7Cs used in the survey. These then formed the basis for three overarching emergent themes, with some comments appearing in more than one category, as shown in Table 4.

Meeting students' needs through caring relationships

Meeting students' needs through caring relationships was a theme that arose during focus group discussions. Students expressed two critical attributes: the development of *caring and respectful relationships* with their teachers; and the *importance of students' voices* being heard by teachers. The establishment of caring relationships through support, encouragement and trust was important to students and seen as the result of mutual respect between staff and students. Teachers "earn respect by building a relationship with you, getting to know you, through knowing that they care about what they're teaching and that they care about you".

Another student described how a positive relationship between teachers and students contributes to positive behaviour. "It's the most important thing, I won't do any work for teachers I can't stand but those that give a … you know which ones those are and you kind of want to do the right thing by them". Students discussed feelings of not being supported or encouraged by their teachers and how some teachers are quick to dismiss students, often resulting in the use of 'put downs' or the transmission of lack of feeling or commitment. Students' thoughts were best encapsulated by one who noted, "some teachers don't realize that students have feelings". While students understood that sometimes teachers would get annoyed, they believed teachers should always show a commitment to students' welfare.

Students noted the importance of having their voices heard suggesting that their best (most effective) teachers "say hello to you and they want to know about you, they want your input". Similarly, students commented that their opinions were important yet were not always listened to: "some teachers just don't even listen to you so why listen to them?" For these students, the opportunity to 'speak up' depended on the teacher and class; opportunities were provided by "good" teachers but not others. "They're talking to you, asking you questions, they want you to have a say, you don't really have time to misbehave".

Overall, these students valued strong relationships with teachers, built on mutual respect, caring and trust.

Managing through responsibility

The second theme to emerge from the focus group discussions with regard to markers of effective classroom management could be categorized as the teacher's ability to manage: their *ability to exercise authority and control through building student responsibility.* Students expressed two main attributes, the *teacher's ability to maintain control and order within the classroom* and *the ways in which teachers challenged all students to do their best behaviourally and academically.*

These students suggested that often control in the classroom was synonymous with power and that there are two extremes to this:

> It's a matter of, one end where they are just full on, I'm going to smash your head in, or I'm going to make life hard for you, and I'm the boss and you'll do as I say; or it's the other side, they don't do anything and so you can get away with anything.

Students' perceptions of teachers who over-exert their power was quite pertinent:

> It's almost like the power has got to their head, that's what I feel. If they come on too harsh, it's just going to make the student react even worse because them shouting at us isn't the right way to set us straight. I think that's what causes a lot of students to feel isolated and unresolved.

This contrasted with teachers perceived as ineffective and who did little to establish classroom control: "I think sometimes they don't notice it… They don't intervene. They just kind of let things kind of carry on, and then it keeps building and building".

What all students agreed important was balance, teachers who were able to be the authority, but without being mean or punitive:

> You want a bit of a balance. You want them to get along with you well, but you also want those boundaries and expect those and if there are no boundaries, if they're too "friendly-friendly", then you muck up. But if they're too nasty you'll muck up as well.

Balance was difficult for these students to define but when asked what it was that the "good" teachers did that seemed to help maintain a positive classroom environment

the following responses sum up their perceptions: "the good ones don't get angry, they just stay calm and deal with it and they don't put you down, they have boundaries but they're not mean about them, they make you take responsibility and deal with it".

These students also expressed strong views on responsibility and control, stating that they chose to behave or misbehave depending on the teacher and their perceptions of his or her ability to establish and maintain order. Furthermore, this was done without threats or intimidation but through ensuring students take responsibility for their learning and behaviour. From these students' perspective, *how* a teacher achieved order is just as important as *whether* a teacher achieved order.

Teacher skills/strategies to engage students in learning

The role of instructional management: a teacher's *ability to engage students in learning* was the third theme that emerged from the focus group discussions. Students expressed three critical teacher attributes: *the teacher's ability to clarify or explain what is being learnt; the variety of ways in which teachers captivate and engage students in learning;* and, *the clear feedback teachers provide to help consolidate learning.*

These students revealed that the teachers in whose classes they tended to misbehave were generally those they believed had little ability or interest in engaging them in their learning.

> Some are just crap at teaching - they go and just sit under a computer or sit at their desk and give you a worksheet, you sit there and talk or whatever. They don't explain well, don't make it interesting and they just make everything so complicated in the classroom, and boring.

However, these students also suggested that sometimes it is their dislike of the subject that can lead them to misbehave. "If a teacher isn't passionate about a subject, then he or she does not put in the work to share his or her passion. When you don't feel their passion you don't have a reason to be intrigued". Further, these students valued teachers who clearly explained key concepts as opposed to teachers who expected students to *"just get it"*:

> They just can't explain it. They don't know how to explain it to you to make you understand, and they get so angry. They'll be like "I taught you that, and you should already know how to do it". And then they just ignore you completely.

Students explained that the ability to challenge and raise students' performance was most keenly observed in a teacher's style and methods of engagement. As one student described:

> Every lesson is a different thing. For some teachers you've learned a topic and then you do the work from the textbook for the rest of the lesson, whereas

good teachers are the ones who are changing it up and making you do something online, or do some questions, or asking you questions… and not the same person every time so you actually get the class engaged.

Participating students expressed views about teachers' skills at engaging students in learning, preferring those who demonstrate passion, enthusiasm, understanding and a sense of humour. These students commented frequently on how the attitudes of teachers affect their desire to learn. Students preferred teachers who employ a teaching style that is appropriate to the abilities of the class, allows interactive learning and inspires all students.

Discussion and conclusion

In Australia, as in other countries, the introduction of teacher professional standards has prompted a re-examination of approaches to both Initial Teacher Education (ITE) and teacher professional development. One area in particular that requires further attention is that of effective classroom management, a key dimension of both teacher preparation and practice, and an important factor in early-career teacher attrition (Buchanan et al. 2013). Further, in the effort to improve teachers' classroom management and its development within ITE programs, it seems important to take strong consideration of students' views of the practices that comprise effective learning environments. In recognizing the importance of students' views, this study therefore gives voice to the experiences of young people as key stakeholders in school improvement (OECD 2006).

As much of the existing literature on effective teaching and classroom management has canvased teachers' views (Schunk and Meece 1992; Woolfolk Hoy and Weinstein 2006), this study contributes a much-needed perspective—that of students, one of two key participant groups in classroom interactions. In doing so, certain insights to existing literature are evident. Whilst some may question the validity of students' views around what is happening in classrooms (Hadfield and Haw 2001), this study shows that students offer quite insightful representations of what existing research would deem to be effective with regard to teaching and classroom management. These student views corroborate and consolidate three key elements of effective classroom management and show quite clearly that whilst students' actions and interactions are quite purposeful (Schlosser 1992; Sheets 2002; Sheets and Gay 1996) they are also managed well by caring, commanding and compelling teachers. This study, therefore, gives teachers clearer understanding, from the perspective of students, about what it means to be caring, commanding and compelling in how they teach and interact with young people.

This study provided students with opportunities to express their perspectives regarding the things that teachers do to effectively manage teaching and learning. In survey and focus group phases, students first characterized and then commented on aspects of classroom management, classroom discipline and socialization. One conclusion reinforced in the study is the understanding that students can, and do, hold well-articulated views about their learning and school experiences (Ainley

1995; Hadfield and Haw 2001). When given the opportunity to share perspectives about effective classroom management, teaching and their learning students did so with confidence and clarity, offering insights into what they want and need in terms of learning and schooling and articulating what constitutes effective classroom management.

Our analysis of students' survey responses by gender, school sector (private and public) and school SEA allowed us to determine the extent to which differences are evident between these groups in their perceptions of effective classroom managers. The analysis showed little difference among groups, and suggests that students hold widely shared (perhaps universal) views on effective classroom management. In particular, participants agreed that students choose to behave well in some classes and not so well in others. Students explained that teachers they like, respect, and believe show genuine concern for students' welfare and learning were more likely to be those in whose classes they behaved. Those teachers who tried to dominate, who they found difficult to understand or who just did not seem to care about students or their learning were the ones for whom they would tend to misbehave. The survey results also showed that all of the attributes defined in the 7Cs framework (Tripod Project 2011)—care, control, clarify, challenge, captivate, confer and consolidate, were evident in classrooms identified by students as effective environments for learning.

Focus group discussions revealed three core themes: meeting students' needs through caring relationships between teachers and students, classroom control through facilitating student responsibility, and effectively engaging students in learning. Students believed having a voice and being heard by teachers was key to building positive relationships and indicated that trust and encouragement were fundamental aspects of their relationships with teachers in addition to high expectations and appropriate challenges. They appreciated those teachers who held them accountable, yet gave them responsibility with support and structure. Students enjoyed and benefited from learning experiences that were varied, engaging and clearly articulated. They recognized that teachers' attitudes, dispositions, and approaches to teaching are influential for their learning and school experiences. These views on effective classroom managers are consistent with those identified by various researchers, none more so than Woolfolk Hoy and Weinstein (2006) who found that students believe that "good" teachers establish caring relationships with students, exercise authority without being rigid, threatening or punitive, and "make learning fun" (p. 187).

Limitations

Notwithstanding these contributions, this study is not without its limitations. Utilizing all student survey responses resulted in noticeably different subgroup sizes. Specifically, surveying a large number of private school students resulted in a higher proportion of male participants. Whilst this obvious disparity between group numbers was in some ways not ideal, this imbalance was offset by the findings of very little difference between responses of students who attend different types of

school and particularly in the comparison of private school males to all others. The decision to compare the groups according to the percentage who indicated that something was 'true' for them, and to provide group-wise comparisons this way rather than through inferential techniques that could have highlighted statistical significance (or not) was taken to ensure that the emphasis remains with the descriptive analysis presented in the second part of the study through analysis of data from the focus group discussions.

Additionally, choosing to limit the research to Western Australia metropolitan high schools can be seen as a limitation to the applicability of our findings to students, teachers and schools in other places. ICSEA values for Perth metropolitan high schools have a much higher average value than those of all schools leading to schools in this study having a higher average than that devised by ACARA.

An obvious extension of this research would be to compare and contrast the views of teachers with those of students. Whilst researchers have investigated students' and/or teachers' perspectives, very few have investigated both groups simultaneously, and none have compared the views of students against those of the teachers they nominate as being effective (Cothran et al. 2003; Ferreira and Bosworth 2001; Garrett et al. 2009; Garza 2009; Garza et al. 2010; Lewis et al. 2012; Woolfolk Hoy and Weinstein 2006). Having gained some insight into the perceptions of a particular cohort of students about effective classroom management, the next stage will be to investigate the knowledge and beliefs of teachers identified as being effective. This would further enhance understanding of effective classroom management of teaching and learning and reveal how students' views converge or diverge with the views of their teachers.

Core findings from this study re-affirm that classroom management is multidimensional. Statements such as 'it's all about the relationships' or 'it's all about the rules' are too simplistic as each of the aspects of effective classroom management impact and influence the others, including caring relationships, high expectations and opportunities for participation and contribution. This has important implications for how we prepare new teachers and for ongoing teacher training and development. Do we attend sufficiently to the multidimensionality of classroom management in our initial teacher education programs? Do we do this overtly or expect it to be learnt on the job? The Australian Professional Standards for Teachers already form the basis for national consistency in the registration of teachers, teacher performance and development, and the accreditation of initial teaching programs. It is also important, however, that the Standards reflect current research into effective classroom management, and particularly research grounded in the daily realities of classroom life as experienced by its most central participants—the students themselves.

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Paper 3

What do teachers think about successful classroom management? A mixed-methods study in Western Australian high schools

Egeberg, H. M., McConney, A., & Price, A. (2018). What do teachers think about successful classroom management? A mixed-methods study in Western Australian high schools. *Under review*

The Research aims addressed in this paper

Research Aim 1 – Examine students' and teachers' beliefs about creating and maintaining safe and supportive learning environments.

Research Aim 2 – Determine the convergence between student and teacher perspectives and suggest ways to assist and support practicing teachers in developing beliefs, knowledge, understanding, and skills that undergird effective classroom management

Research Aim 3 – To clarify, consolidate and extend understanding of the key elements of effective classroom management.

The Research questions addressed in this paper

Research Question 4. What are secondary teachers' orientations toward classroom management?

Research Question 5. What are secondary teachers' perceptions of various disciplinary interventions?

What do teachers think about successful classroom management? A mixed-methods study in Western Australian high schools

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Teachers' views about teaching, learning and school experiences are important considerations in education. This study examined teachers' views on three dimensions of teacher practice: classroom management, discipline and socialization. A survey was conducted with 50 secondary school teachers to capture their views on their classroom experiences. Follow up interviews with those teachers identified by the students as being effective in their classroom management provided consistent reports that effective classroom managers build positive relationships with their students, manage their classrooms by establishing clear boundaries and high expectations, and engage students in their learning.

Introduction

Classroom management is universally seen as a key dimension of teachers' work as reflected in research that places classroom management among the most required teaching skills (Huntly, 2008; Jones, 2006; McKenzie, Rowley, Weldon & Murphy, 2011). Teachers' skill in classroom management is often cited as the dimension of teachers' work that is the most challenging and the area of training that many beginning and pre-service teachers feel is lacking (AEU, 2009; Evertson & Weinstein, 2006; Kafman & Moss, 2010; Peters, 2012; Ritter & Hancock, 2007; Putman, 2009; Romano, 2008). In order to enhance or transform these skills it is important to determine and investigate the beliefs of teachers as their 'philosophy about the nature of teaching, learning and students determines

the type of instruction and discipline we have in schools and classrooms'
(Frieberg, 1999, p.14).

This is one of a series of papers investigating classroom management, including an analysis of high school student beliefs. As the central participants in classroom interactions, students and teachers naturally have strong views about what it takes to effectively manage learning and behaviour effectively (Woolfolk Hoy & Weinstein, 2006). With this in mind and because we believe that ignoring the thinking of either of these stakeholders would be to the detriment of teaching, and teacher education, we utilized students' views as a basis for interrogating further the beliefs of teachers the students had previously identified as effective in creating and maintaining quality learning environments. In this study, we focused on hearing teacher voices about teaching, learning and classroom management. Students across a range of schools were asked to identify teachers they thought were effective classroom managers and these teachers were surveyed, along with other teachers not identified, and subsequently interviewed. The aim was to further clarify teachers' perspectives on how educators create quality learning environments as well as their perceptions of various disciplinary interventions, their views of problem students and their sense of efficacy for classroom management.

Teachers' Perceptions of Effective Classroom Management
Research shows that teachers' interactions with students are often linked to their beliefs about young people and how they develop (Erden & Wolfgang, 2004). Glickman and Tamashiro (1980) and Wolfgang (1995) conceptualized a framework to explain teacher beliefs and approaches along a control continuum, with relationship-listening beliefs and non-interventionist approaches, at the least controlling end; rules/rewards-punishment beliefs and interventionist approaches, at the most controlling end; and confronting-contracting beliefs and interactionalist approaches, in the middle. A more recent conceptual analysis clusters discipline theories across a similar continuum from autocratic through authoritative and mixed to egalitarian. This continuum also varies according to distribution of power from teacher-centred, to shared, to student-centred, and from a focus on student behaviour only, to a compound focus on behaviour, cognition, emotion and relationships (Porter 2007).

Determining what is and what is not effective classroom management is a complex issue (De Jong, 2005). Many researchers have attempted to conceptualise some guiding principles and practices that could be used to support the development of more appropriate approaches to managing student behaviour (McLeod, Fisher, & Hoover, 2003). In essence, 'teachers who approach classroom management as a process of establishing and maintaining effective learning environments tend to be more successful than teachers who place more emphasis on their roles as authority figures or disciplinarians' (Brophy, 1988 p.1).

In 1994 a group of South Australian researchers adapted a questionnaire developed for the Elton Report into discipline in schools in England and Wales (DES, 1989) with the purpose of determining what discipline problems teachers encountered and what strategies they used to manage disruptive behaviour in classrooms. The studies involved over 3,500 teachers in urban and rural South Australian schools and revealed that many held very traditional views about discipline that were at odds with those espoused in the research (Adey, Oswald, & Johnson, 1991; Oswald, Johnson & Adey, 1991; Oswald, Whitington, Dunn & Johnson, 1994). These studies identified four orientations to classroom discipline: traditional, liberal progressive, socially critical, and laissez-faire. Teachers who hold a traditional orientation have many beliefs in common with an interventionist rules-rewards philosophy as assessed by Wolfgang's (1995) framework. Teachers with a liberal progressive orientation believe in a democratic approach in which students share power, are part of decision making, and cooperation and social skills are essential for participation. Teachers who hold a socially critical stance see student misbehaviour as resistance against an unfair system with repressive and at times inappropriate practices. The laissez faire stance was the same as the non-interventionist, described in Wolfgang's framework. Whilst few teachers adhered completely to one type nearly 70% of secondary teachers were traditionalist, with the remainder mostly liberal progressive.

In a 2001 study, students from year 6, 7, 9 and 11 were asked to complete a questionnaire that documented the extent to which their teachers used various discipline strategies. The students' responses were then used to conceptualise teachers' classroom discipline behaviour in terms of three styles: influence which

includes the use of listening and clarifying techniques to negotiate solutions; group management which includes class meetings, agreed management of behaviour and non-punitive teacher responses to enable students to make better choices; and, control which involves rules, rewards and a clear hierarchy of increasingly severe punishments for misbehaviour. Secondary students report very frequent teacher use of hints, punishment and discussion with most teachers having a controlling coercive style of management (Lewis, 2001). The study also conclusively showed that 'students who receive more relationship-based discipline are less disrupted when teachers deal with misbehaviour and generally act more responsibly in that teacher's class. In contrast, the impact of coercive discipline appears to be more student distraction from work and less responsibility.' (p. 315).

Even though the research suggests that the most successful teachers view classroom management as the creation of safe, engaging and supportive learning environments whereas less successful teachers see management as the maintaining of control and authority it seems many teachers persist in the use of punitive responses (Brophy, 1996; Sullivan, Johnson, Owens & Conway, 2014; Sullivan, Johnson & Lucas, 2016). In 2014, Sullivan, Johnson, Owens and Conway, asked teachers to identify the range and frequency of student behaviours (requiring disciplinary response) and to explain how they responded. Analysis of the data showed that low-level disruptive behaviours occurred most frequently with very little aggressive or antisocial behaviour. The study showed that disengaged behaviours were the most prevalent suggesting that these 'have more to do with factors within a teacher's control than with those located within the student'(Sullivan et.al, 2014, p 53). Instead of utilising responses that may address the underlying cause of the misbehaviour, such as ways to engage students positively in their learning, the study found that teachers tended to implement a 'stepped approach' involving increasingly severe coercive techniques. As Maguire, Ball and Braun (2010) argued, moving the focus from controlling discipline approaches to ways of engaging students offers opportunities for teachers to prevent unproductive student behaviour and reduce a reliance on intervention strategies.

This broader concept of classroom management that encompasses both behaviour management (BM) and instructional management (IM) is one that needs further investigation. In 2010 Martin and Sass developed the Behaviour and Instructional Management Survey (Martin & Sass, 2010). The BIMS contains two subscales underlying the classroom management constructs - Behaviour Management (12 items) and Instructional Management (12 items). Behaviour management (BM) includes pre-planned efforts to prevent misbehaviour as well as the teacher's response to it, specifically establishing rules, monitoring and teaching behaviour and providing opportunities for student input. Instructional management (IM) addresses teachers' pedagogical aims and methodologies and includes aspects such as planning and structuring routines as well as the use of various instructional techniques to enable active participation and engagement. It is the ability of a teacher to know not only what they want to teach, but also how they will organise and structure it in the context of their students and their circumstances that makes all the difference, creating a healthy, caring classroom culture where all students, and teachers, can thrive (Bennett & Smilanich, 2012).

This research gives voice to the views and experiences of not just teachers, but teachers who students have identified as being effective in creating and maintaining quality learning environments, regarding effective classroom management. One overarching question therefore frames this research: what do effective teachers do to create and maintain, quality-learning environments? Important component questions include:

1) What are secondary teachers' orientations toward classroom management?
2) To what extent do teachers' classroom management strategies differ according to school sector, school socioeconomic status (SES) or gender? and
3) What are the key strategies used by teachers who have been identified by students as being effective, to manage their classrooms?

Method

The aim of this research was to better understand effective classroom management by examining teachers' views on three dimensions of teacher practice: classroom management (actions taken to create a productive, orderly learning environment), discipline (actions taken to elicit change in students'

behaviour), and socialization (actions taken to help students fulfill their responsibilities more effectively) (Woolfolk Hoy & Weinstein, 2006). To address this aim we investigated the perspectives and beliefs of secondary school teachers from a variety of high schools in Western Australia. As this paper is one of series investigating classroom management, including one that focused on *student beliefs* in regard to effective classroom management, we were able to use those teachers identified by their students as being effective in their management of behaviour and instruction as respondents in this study. Using *classroom management* as the umbrella term for these three dimensions of teaching the study gave opportunities for these teachers to voice their views. Our intention was to better understand what teachers, who according to their students create and sustain safe and supportive learning environments, do in order to bring this about and what they perceive to be the key elements of effective classroom management. Understanding this would add to the body of knowledge on effective classroom management.

The study used a mixed methods sequential explanatory design, with two distinct phases: quantitative followed by qualitative (Creswell, 2014). The study was interpretive in nature with a focus on the identification and interpretation of teachers' perceptions concerning classroom management. Teachers described their views through surveys and focus group discussions; we summarised, analysed and interpreted these views to enhance our understanding and contribute to the research literature on effective teaching and classroom management.

The participants comprised 50 secondary school teachers, (23 males and 27 females), working in schools representing the three school sectors in Western Australia (WA) – the Association of Independent Schools of WA (AISWA), the Department of Education (DOE) and the Catholic Education Office (CEO). For the purpose of this research we combined AISWA and CEO schools into one group and classified these as 'Private' schools. Table 1 provides a breakdown of teacher participants by school characteristics and gender.

Table 1: *Number of participants by school sector, gender and SES*

	Private		Public	
	Male	Female	Male	Female
Higher SES schools (n = 3; ICSEA values above 1100)	10	11	2	4
Lower SES schools (n = 3; ICSEA values up to 1100)	2	3	10	8
Total	12	14	12	12

School socioeconomic status (SES) was determined via the Index of Community Socio-Educational Advantage (ICSEA) which uses two data sources: student enrolment records including information relating to parent occupation, school education, non-school education and language background (direct data) and Australian Bureau of Statistics (ABS) census data (indirect data). ICSEA values range from around 500 (extremely socio-educationally disadvantaged) to about 1300 (very advantaged) (ACARA, 2012). Any particular school's ICSEA is the averaged value representing all students in the school. In this research, schools with an average ICSEA above 1100 were considered *higher SES*, and those with ICSEA values less than 1100 were considered *lower SES*.

Two instruments were used for data collection: the first was a survey that allowed teachers to describe how frequently they use particular classroom management techniques. The second was semi-structured interviews that gave opportunity for those teachers, who according to their students, create and sustain safe and supportive learning environments, to voice their views on what they perceive to be key elements of effective classroom management.

The Behaviour and Instructional Management Scale (BIMS) was used in the first phase as a survey tool for capturing teachers' views on their approaches to classroom management (Martin & Sass, 2010). The survey is composed of 24 items with two subscales underlying the classroom management construct: Behaviour Management (12 items) and Instructional Management (12 items). The *continuum of control* that Wolfgang and Glickman conceptualized to explain

teacher beliefs underlies the dimensions within the BIMS and hypothesizes three approaches to classroom management: non- interventionist, interventionist, and interactionalist. When completing the BIMS endorsement of an item reflects the degree of control the teacher asserts over students with high scores indicating a more controlling, interventionist approach and lower scores indicative of a less controlling belief and response. The scoring for some items was reversed, to allow for a score for each set of responses that could be aligned with the original continuum suggested by Wolfgang and Glickman (1986).

Using this survey as a definitive assessment of teachers' classroom management approaches, was not the purpose of this study; rather, it was used to further interrogate teachers' perceptions and it served the purpose of 'warming up' the teachers and helping them further articulate their views during interviews. After consent had been granted from each school principal, the first author emailed all teachers of Year 9 and Year 10 students with an invitation to complete the survey, by simply clicking on the embedded hyperlink. The survey contained 24 statements that allowed teachers to record how frequently they would use a particular technique.

The second (qualitative) phase of data collection comprised 22 interviews with selected teacher participants. Interview participants were chosen firstly from those who had volunteered via the survey and secondly those teachers who had been selected by students at their school as being able to create and maintain safe and supportive learning environments. Of the 50 teachers that completed the surveys, students had nominated 25 (10 male and 15 female) but only 22 (9 male and 13 female) were available for interview. Of the six schools involved in the study, 3 - 5 teachers were interviewed from each school, ranging in age from 26 to 62 years. All teachers who participated in the interviews had completed the BIMS and this had served the purpose of 'warming up' the teachers to the topics and helping them articulate their perceptions of various disciplinary interventions during the interviews. The discussion topics were developed from research into effective classroom management (Ferguson, 2010; Garza, Ryser & Lee, 2010; Lewis, 2001; Lewis, Romi, Qui, & Katz, 2008; Woolfolk Hoy & Weinstein, 2006), and used to further clarify these teachers' perspectives of effective classroom management as well as their perceptions of the frequency, efficacy and

acceptability of various disciplinary interventions. Each of the interviews took place in the teacher's school, at a time that was convenient to the principal and teacher. The interviews were semi-structured, audio taped for future transcription, and approximately 30 minutes in duration.

Results

Stage 1 – Survey

The BIMS provides teachers a framework that allowed characterisation of the techniques they use to manage their classrooms. The survey results confirm that effective classroom management includes at least two interdependent constructs: behaviour management and instructional management (Table 2).

Four items that showed the highest levels of agreement among teachers were: *I use whole class instruction to ensure a structured classroom* (IM #2); *I redirect students back to the topic when they get off task* (BM #15); *I direct the students' transition from one learning activity to another* (IM #16) and; *I use a teaching approach that encourages interaction among students* (IM #24). Only one teacher behaviour showed a considerably lower proportion of teachers suggesting they would 'use' (sometimes, often or always) the technique frequently; only a modest 44% of teachers agreed that *when a student talks to a neighbour, they would move the student away from other students* (BM #7). This same type of control or compliance would seem not to be a major part of these teachers approach to classroom management with only 56% agreeing that *if a student's behaviour is defiant, I demand that they comply with my rules* (BM #23).

Table 2: *Behaviour and Instructional Management Survey responses (n=50)*

For each statement, please tick the box that most appropriately describes how frequently you would use that technique.	Never	Seldom	Sometimes	Often	Always
1. I intervene when students talk at inappropriate times during class.	0%	2%	10%	54%	34%
2. I use whole class instruction to ensure a structured classroom.	0%	0%	20%	52%	28%
3. I limit student chatter in the classroom.	2%	12%	46%	34%	6%
4. I use collaborative learning to explore questions in the classroom.	0%	2%	38%	54%	6%
5. I reward students for good behaviour in the classroom.	0%	12%	32%	50%	6%
6. I engage students in active discussion about issues related to real world applications.	0%	2%	16%	54%	28%
7. If a student talks to a neighbour, I move the student away from other students.	12%	44%	36%	8%	0%
8. I establish a teaching daily routine in my classroom and stick to it.	2%	10%	46%	34%	8%
9. I use input from students to create classroom rules.	8%	20%	28%	28%	16%
10. I use group work in my classroom.	0%	8%	32%	40%	20%
11. I allow students to get out of their seat without permission.	8%	28%	26%	30%	8%
12. I use student input when creating student projects.	8%	20%	50%	20%	2%
13. I am strict when it comes to student compliance in my classroom.	0%	4%	20%	58%	18%
14. I use inquiry-based learning in the classroom.	2%	6%	40%	44%	8%
15. I redirect students back to the topic when they get off task.	0%	0%	10%	54%	36%
16. I direct the students' transition from one learning activity to another.	0%	0%	16%	47%	37%
17. I insist that students in my classroom follow the rules at all times.	0%	6%	28%	44%	22%
18. I adjust instruction in response to individual student needs.	0%	2%	8%	57%	33%
19. I monitor off task behaviour during class.	0%	2%	4%	54%	40%
20. I use direct instruction when I teach.	0%	4%	30%	56%	10%
21. I enforce classroom rules to control student behaviour.	2%	4%	28%	40%	26%
22. I do not deviate from my pre-planned learning activities.	6%	31%	45%	18%	0%
23. If a student's behaviour is defiant, I demand that they comply with my rules.	10%	34%	20%	26%	10%
24. I use a teaching approach that encourages interaction among students.	0%	0%	12%	62%	26%

Using the scoring system that Martin and Sass had designed for this

survey, with scoring for some items being reversed we calculated scores for each set of responses that are aligned with the three key approaches to classroom management: controlling, interventionist approach; an interactionalist, needs based approach, and; a less controlling non-interventionist belief and response. Of the teachers chosen by students (n = 25) as being able to create and maintain safe and supportive learning environments 100% most frequently used an interactionalist approach, whereas only 74% of those not chosen by students (n = 25) demonstrated this same approach.

When comparing responses from teachers across school sectors (government and private), SES (ICSEA) and gender very little difference was evident in the teachers' views of what techniques they would use or not use in their classroom. Female teachers were 52% of the overall population surveyed and made up 60% of the smaller cohort chosen by students. The largest difference observed was for item BM#3: *I limit student chatter in the classroom* with 96% of female teachers suggesting they would "use" this strategy in comparison to 75% of male teachers. Two other items showed a considerably higher proportion of female teachers as compared to males suggesting they would 'use' these behaviours: 96% of female teachers suggested they would *establish a teaching daily routine in their classroom and stick to it* (IM #8) compared to 79% of male teachers; 81% of female teachers suggested that they *use input from students to create classroom rules* (BM #9) compared to 63% of male teachers. One item showed a higher proportion of male teachers in comparison to females suggesting they would 'use' these behaviours; 71% of male teachers said they *allow students to get out of their seat without permission* (BM #11*)* in comparison to 58% of female teachers.

When comparing the responses from those teachers who were nominated by students as effective managers of behaviour and of learning (n = 25), with those who were not nominated (n = 25), it was the area of compliance and flexibility that showed some differences in approach. In analyzing ratios between those nominated (Group 1) and those not (Group 2) a few questions showed some difference in approaches as can be seen in Table 3.

Table 3: *Percentage of teachers that would "use" (sometimes, often, always) each technique. Group 1 those nominated by students. Group 2 those not nominated by students.*

Question	Gr 1	Gr 2	Diff	Ratio
1. I intervene when students talk at inappropriate times during class.	100	96	4	1.0
2. I use whole class instruction to ensure a structured classroom.	100	100	0	1.0
3. I limit student chatter in the classroom.	92	80	12	0.9
4. I use collaborative learning to explore questions in the classroom.	100	96	4	1.0
5. I reward students for good behaviour in the classroom.	92	84	8	0.9
6. I engage students in active discussion about real world issues	96	100	-4	1.0
7. If a student talks to a neighbour, I move the student	28	60	-32	2.1
8. I establish a teaching daily routine in my classroom and stick to it.	84	92	-8	1.1
9. I use input from students to create classroom rules.	68	76	-8	1.1
10. I use group work in my classroom.	100	84	16	0.8
11. I allow students to get out of their seat without permission.	64	64	0	1.0
12. I use student input when creating student projects.	76	68	8	0.9
13. I am strict when it comes to student compliance in my classroom.	92	100	-8	1.1
14. I use inquiry-based learning in the classroom.	100	84	16	0.8
15. I redirect students back to the topic when they get off task.	100	100	0	1.0
16. I direct the students' transition from each learning	96	100	-4	1.0
17. I insist that students in my classroom follow the rules at all times.	92	96	-4	1.0
18. I adjust instruction in response to individual student needs.	96	96	0	1.0
19. I monitor off task behaviour during class.	100	96	4	1.0
20. I use direct instruction when I teach.	96	96	0	1.0
21. I enforce classroom rules to control student behaviour.	84	92	-8	1.1
22. I do not deviate from my pre-planned learning activities.	52	72	-20	1.4
23. If a student's behaviour is defiant, I demand that they comply	48	64	-16	1.3
24. I use a teaching approach that encourages interaction	100	100	0	1.0

The teachers nominated by students (Group 1, n = 25) as able to create and maintain safe and supportive learning environments were far less likely, to be punitive with, for example, only 28% (compared to 60% of the teachers in Group 2) indicating that they would *move a child for talking to their neighbor* (BM #7). These Group 1 teachers were, it seems, more likely to be flexible in their approach and less likely to demand compliance (IM #22 & BM #23), more likely to *use group work* (IM #10), *inquiry-based learning* (IM #14) and *student input when creating projects* (IM#12) whilst still *limiting chatter in the classroom* (BM #3).

Item #25 on the survey was an open-ended free response question that asked teachers what they do that helps to create and maintain safe and supportive learning environments. We compared the comments made by those teachers chosen by students (chosen) to participate in the follow up interviews based on the student's belief that these teachers created and maintained safe and supportive learning environments and those teachers who were not chosen by students to participate in the follow up interviews (not chosen). In reviewing these comments, it became evident that a third construct of classroom management also needed attention, that of care. To create a classroom management conceptual framework, we categorised teachers' responses to item #25 into one of three themes, with some comments appearing in more than one category – see Table 4.

Table 4: *Percentage of coding references for each of the themes and sub themes.*

Themes *Sub themes*	Percentage of total responses		
	Chosen	Not Chosen	Combined
Instructional Management	22.2%	10%	32.2%
Engage	12.2%	6%	18.2%
Explain	3.8%		3.8%
Assess	6.2%	4%	10.2%
Behaviour Management	17.3%	21.7%	39%
Expectations	10.6%	1.3%	11.9%
Dictate	0.8%	20.4%	21.2%
Boundaries	5.9%		5.9%
Care	38.6%	14.2%	42.8%
Relationships	21.4%	0.6%	22%
Confer	17.2%	13.6%	20.8%

Over 40% of the teachers surveyed suggested a key strategy they use to create and maintain safe and supportive learning environments was to build positive relationships by showing genuine care and listening to student voices. Thirty nine percent of the responses could be categorized as a teachers' behavioural management: their ability to establish clear boundaries and high expectations without being rigid, threatening or punitive. Thirty two percent of the responses could be categorized as addressing or related to the theme of instruction: a teacher's ability to engage and captivate their students by creating interest, clarifying students' understandings of various concepts and consolidating this understanding especially through the use of formative assessment structures such as useful and appropriate feedback.

Taking a closer look at some of the comments from the survey made by those teachers nominated as effective managers reveals some pertinent information. Within the theme of *Care*, a teachers' ability to build positive relationships with their students received the greatest proportion of responses on the survey:

> *Taking the time to get to know your students and build that relationship on a daily basis is, in my opinion, the most important thing a teacher can do.*

Coupled with this, the teacher's ability to listen to students and to confer with them on various elements of their learning and school experience was also seen as important:

> *Positive accountability; the students knowing that they are valued, that they have a voice that is heard.*

For many of the teachers, this care and concern were also manifested in the way they managed the class and in high expectations:

> *Have high expectations of students in all aspects of their classroom conduct & effort. Treat all students with respect when dealing with them individually or in a group/class situation.*

Teacher responses to #25 also seemed to emphasize engaging teaching and clear explanation on the part of the teacher:

> *Show a willingness to be flexible in interpreting and delivering the curriculum in a way that students will find engaging. Make the learning intentions clear. Encourage questions and make mistakes part of learning.*

In response to #25, teachers also used words such as *clear, effective, humour, relationship, understanding, interesting, and respect* to describe what they do to create and maintain safe and supportive learning environments.

Stage 2 – Interviews

The interviewer posed a series of questions aimed at creating a mental set for participants around behaviour and effective classroom management. All participants agreed that students chose to behave well in some classes and not so well in others with one surmising what most had suggested: '*how much of that is a conscious choice or a learned response to the context could be different'.* A variety of reasons for the misbehaviours exhibited by young people in schools were suggested. Many are seen as '*factors outside the teacher's control. It can be the temperature, it can be what they're doing at night, it can be the relationship with their family and it can be problems with their friends.'* Two key factors were dominant in the responses given by these teachers

> *I think relationship is the main thing. I think kids find it really hard to misbehave when they have a really good relationship with the teacher but I also think that lack of engagement plays a key factor. Some kids will misbehave if they're bored or something's too difficult for them and they're frustrated and they can't do it.*

Discipline was not so much about punishing students for infractions as it was teaching them how to behave appropriately and therefore disciplinary interventions needed to be both preventative and corrective in nature.

> *Discipline is really all about getting the kids to control themselves and to make better choices. Discipline, I suppose, is about teaching discipline.*

In discussion of key techniques used or required to manage classrooms a number of concepts were mentioned all of which fell into the three key themes developed through the survey and best articulated by one teacher who said '*look after me, manage my room, and do stuff that's interesting. I think if we've got those three happening, we're in a pretty good situation.'* The use of various reminders and redirects such as eye contact, minimal use of verbal responses, use of name and proximity were considered the '*best way to go. Give them chances, keep it low key, scan the class, proximity, body language, all of that is crucial.'*

The teachers interviewed had mixed opinions on involving students in classroom discipline decisions including creating rules with the students or talking with students to discuss the impact of their behaviours. One teacher explained, *'we're not a democracy, we're a benevolent dictatorship'.* But others were quick to advocate

> *At the beginning of the year that's what we should all do. I do it by asking kids what they expect in the classroom, if we're going to be productive, what do they expect from me as a teacher, what do they expect from other kids in the room, what do they expect from themselves. Then, based on that, if you had to put some guidelines in place what would they be for this to be a place of work?*

When it came to the use of aggression or punishment all of the teachers interviewed agreed

> *It's such a negative thing to do. There's no relationship-building aspect to it either. You've sort of lost what you've built. Obviously, there has to be consequences if you did something wrong. But punishing and being aggressive, handing out detentions and "scab" duty, it's ineffective because you separate the consequence, not only from the behaviour but separate it from yourself. It doesn't do anything, it makes them angry and it doesn't change their behaviour. It doesn't teach them, it doesn't encourage them to a better way of behaving.*

Encouraging them to a better way of behaving was important amongst all participants.

> *I don't bribe them with anything. Sometimes it's just a comment or bit of encouragement, or even a call home to say doing well. I often will say things like "It's been a really great lesson today, we've had some really great input, everyone's been focused, I thought the group work was fantastic," that kind of lay it on a bit thick and so it's been really good, and try to mention a few names of, that comment that Susie said, you know that really generated some interesting discussion ... rewarding them for their learning.*

All the teachers interviewed, who had been nominated by their students as being teachers that they believe create and maintain safe and supportive learning environments, agreed that, *'90% of it is building a rapport. Once I've built a rapport then I can train them, both academically and socially. I think if you are engaging and*

interactive and actually show that you care about them and about their progress. That goes a long way into establishing a successful classroom.'

Discussion

Effective classroom management is a key dimension of both teacher preparation and practice, and an important factor in early-career teacher attrition (Buchanan, Prescott, Schuck, Aubusson & Burke, 2013). In an effort to improve teachers' classroom management and its development within ITE programs, it seems important to take strong consideration of effective teachers' views of the practices that comprise positive learning environments. Recognizing the importance and value of students' views (OECD, 2014), this study investigates the knowledge, beliefs and actions of the teachers, students had nominated as able to create and maintain quality learning environments.

Our analysis of teachers' survey responses showed that the two constructs of effective classroom management, instructional and behavioural management, were certainly evident in all teachers' classrooms with most indicating their preference for techniques that are more consistent with an *interactionalist* approach although 16% did suggest that a more punitive controlling approach was their preference. The aim of this study was to look at those teachers whom students suggest manage their classes well to ascertain what their approaches are and how they in practice manage the behaviours of the students in their classrooms. In comparing the responses from those nominated by students with those who were not, compliance and coercion showed the most difference. All teachers nominated by students reflected an interactionalist rather than interventionist approach to classroom management. This would seem to be consistent with the research that suggests that most success comes from those teachers who exhibit exactly these traits.

In analysing the open-ended free response question that asked teachers what they do that helps to create and maintain safe and supportive learning environments, the divide between those nominated by students and those not became even wider and clearer. Responses from those teachers not nominated by students show a much greater reliance on imposing control, with 20% of their comments referring to the need to regulate and enforce rules through the use of

such consequences as detentions and time out. Interestingly over 20% of those who were nominated by students referred to the building of caring relationships as a key element in effective classroom management leading the authors to suggest a third construct of classroom management needing attention, that of care for students.

Interviews with those teachers nominated by students further consolidated the three constructs of effective classroom management: caring relationships, behaviour management and instructional management. Teachers believed building a rapport and caring for their students' well-being, as key to building positive relationships and indicated that trust and encouragement were fundamental aspects of their relationships with students in addition to high expectations and appropriate challenges. These teachers held students accountable but gave them responsibility with support and structure. They also firmly believed in creating learning experiences for their students that were varied and engaging.

An obvious extension of this research would be to compare and contrast the views of teachers with those of students. Whilst researchers have investigated students' and/or teachers' perspectives, very few have investigated both groups simultaneously, and none have compared the views of teachers against those of the students who nominate them as being effective. Another extension would be to view some of these teachers in action in the classroom and school environment, to further develop and highlight key practices that effectively manage the classroom environment to enable all students to fully participate and enhance their learning.

Core findings from this study re-affirm that effective classroom management is multidimensional including caring relationships, high expectations and opportunities for participation and contribution. This has important implications for how we prepare new teachers and for ongoing teacher training and development. Do we attend sufficiently to the multidimensionality of classroom management in our initial teacher education programs? As many of the teachers in this study suggested that the students themselves had been a great influence on their knowledge and understanding of how to effectively manage their classrooms perhaps more value should be placed on the views of those we

seek to most influence - the students themselves.

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Chapter 5: Conclusions

This Chapter draws together the main findings of this empirical research into students', teachers' and experts' views of effective classroom management. In achieving this, the chapter is structured according to the research aims of the project and provides a synthesized view of the main findings reported in the three papers that form the centerpiece of this thesis. The chapter begins by highlighting the key views and perspectives of both teachers and students on effective classroom management (Research Aim 1). Next, the chapter focuses on the extent of consilience between teachers' and students' views (Research Aim 2) culminating in a consolidation of our current understanding of the key elements of effective classroom management. Last, the chapter addresses the study's aim of suggesting new ways to encourage and develop teachers' classroom management beliefs and facilitate their translation into effective practice (Research Aim 3). Figure 3 shows how consilience was pursued through the three research aims.
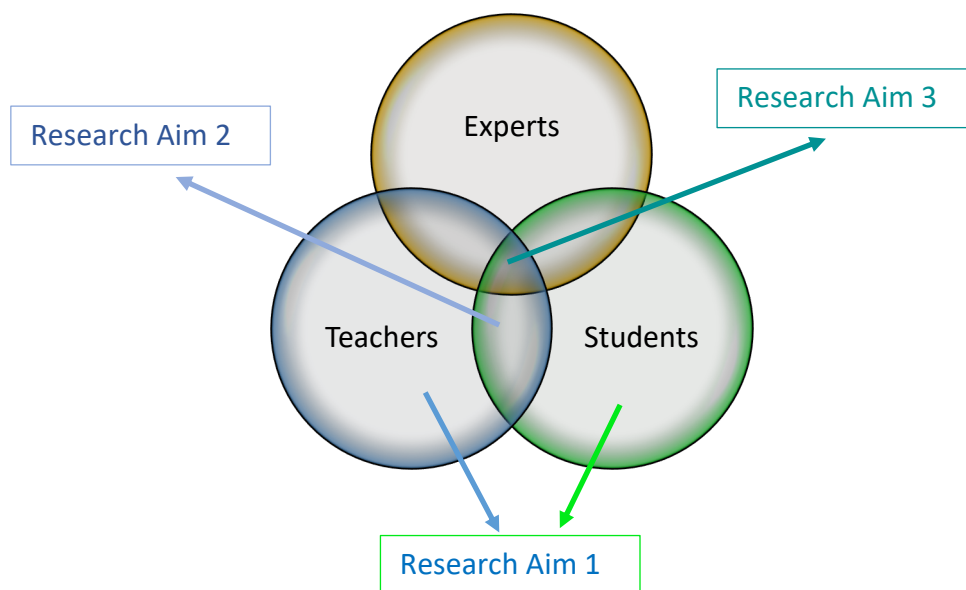
Figure 3 Consilience of expert, teachers and student views

Each paper developed for this study addressed different research aims and questions. A brief reminder of the purpose of each paper is provided below.

Paper 1: Classroom Management and National Professional Standards for Teachers: A Review of the Literature on Theory and Practice

The purpose of this paper was to review the conceptual and empirical research on classroom management to ascertain the extent to which there is consistency between the "advice" found in the research literature and the professional standards for teachers, in regards to knowledge and perspectives about effective classroom management.

Paper 2: What do students believe about effective classroom management? A mixed-methods investigation in Western Australian high schools.

This paper examined *students'* perceptions of teachers who they consider create and maintain safe and supportive learning environments. In this study, we sought to further our understanding of classroom management from the perspective of students, to identify those things that teachers do that – for students - effectively facilitate teaching and learning in classrooms.

Paper 3: What do teachers think about successful classroom management? A mixed-methods study in Western Australian high schools.

The third paper examines *teachers'* views on three dimensions of teacher practice: classroom management, the administration and nature of discipline and student socialization. In particular, the paper unpacks the views of teachers identified by their students as being able to create and maintain safe and supportive learning environments.

Students' and Teachers' Views about Effective Classroom Management

As reflected by Research Aim 1, the central aim of this study was to provide a more cohesive, contemporary view of students' and teachers' beliefs about creating and maintaining safe and supportive learning environments. The students and teachers involved in this study hold well-articulated views regarding effective and ineffective classroom management and beliefs about creating and maintaining safe and supportive learning environments. As the central participants in classroom interactions, both students and teachers have strong views about what is needed to effectively manage learning and behaviour. To ignore the thinking of either of these stakeholders would be to the detriment of teaching and teacher education (Woolfolk Hoy & Weinstein, 2006). In particular, we know that the factors that students consider to affect this dimension of teaching are important if all students are to be engaged, active and confident in their learning and school experiences more generally (Ainley, 2004; Fullarton, 2002; Martin, 2003; Romanowski, 2004; Hancock & Zubrick, 2015).

The findings from this study contribute to a growing body of research that presents a nuanced picture of student perspectives on effective classroom management and teaching. Grounded in the realities of classroom life, the 360 students consulted for this research, had clear views on what they felt made an effective classroom manager. Foremost, students valued a positive, fair and supportive classroom environment, interesting and relevant lessons, a say in decisions that affect them and being treated with respect. Additionally, student-participants noted a number of critical teacher attributes: the ability to maintain control and order in the classroom; the ways in which teachers challenged all students to do their best behaviourally and academically; the ability to clarify or explain what is being learnt; the variety of ways in which teachers

captivate and engage students in learning; and, the clear feedback that effective teachers provide to help consolidate learning.

These student views corroborate and consolidate three key elements of effective classroom management; being responsive to and meeting students' needs through caring relationships between teachers and students; classroom control through activating and facilitating student responsibility; and, effectively engaging students in learning. These views show quite clearly that although students' actions and interactions are quite purposeful (Schlosser 1992; Sheets 2002; Sheets & Gay, 1996) they can be managed well by caring and compelling teachers. This study, therefore, provides teachers, and particularly prospective teachers, with clearer guidance, from the perspective of students, about what it means to be caring, commanding and compelling in their interactions with young people in the classroom. This study also showed that when given the opportunity to share perspectives about effective classroom management that supports teaching and their learning, students can do so with confidence and clarity, offering insights into what they want and need, in terms of learning and schooling and articulating what constitutes effective classroom management.

Most importantly, strong teacher-student relationships shape the way students think and act in school. Students explained that teachers with whom they had positive relationships, those they liked, respected, and believed showed genuine concern for their welfare and learning, were more likely to be those for whom they behaved. Those teachers who tried to dominate, who students found difficult to understand or who just did not seem to care about students or their learning were the ones for whom they would tend to misbehave. The survey results also showed that all of the attributes

defined in the 7Cs framework (Tripod Project 2011) - care, control, clarify, challenge, captivate, confer and consolidate - were evident in classrooms identified by students as effective environments for learning. This would seem to indicate that this survey, or something similar, is an appropriate instrument for teachers to use as a tool for reflection in their own classrooms.

These views on effective classroom managers are consistent with those identified by various researchers, none more so than Woolfolk Hoy and Weinstein (2006) who found that students believe that ''good'' teachers establish caring relationships with students, exercise authority without being rigid, threatening or punitive, and ''make learning fun'' (p. 187). They are also consistent with the burgeoning body of research around student voice and students' views on factors that support their engagement in school and learning (Hancock & Zubrick, 2015; Commissioner for Children and Young People, 2018).

Having gained better insight into the perceptions of this cohort of students about effective classroom management, the next stage was to investigate the knowledge and beliefs of teachers identified by these students as being effective managers of their learning. This additional insight not only enhanced our understanding of how teachers create and maintain positive learning environments but also began to reveal how teachers' views converge or diverge with the views of their students.

Research suggests that teachers who approach classroom management as a teaching skill are more successful than teachers who have rules/rewards-punishment beliefs and more controlling approaches that emphasise their roles as authority figures or disciplinarians. This is also true for teachers who aim to create effective learning

environments through supporting students' intellectual and emotional growth and minimizing misbehaviour (Brophy, 1988; Henley, 2010; Sullivan, Johnson, Owens, & Conway, 2014; Sullivan, Johnson, & Lucas, 2016). What we continue to hear from teachers, however, and from many of their students, is an ongoing prevalence of more controlling, authoritarian approaches to classroom management (Lewis, 2001; Sullivan et al., 2014). Even when recognising that the behaviours exhibited by students have more to do with factors within a teacher's control, such as engagement, some teachers persist in using approaches that are more about punishment than they are about addressing the root causes of inappropriate behaviour (Sullivan et al., 2014). In this study however, which focused keenly on the views and approaches of those teachers' students suggested manage their classes well, it was evident that they saw discipline as a teaching skill rather than as a controlling mechanism.

Generally, the teachers nominated by students as effective managers reflected an *interactionalist* rather than interventionist approach. In analysing the open-ended question from the survey that asked teachers what they do to create and maintain safe and supportive learning environments, the divide between those nominated by students and those not became wider and clearer. Responses from those teachers *not* nominated by students show a much greater reliance on imposing control, referring to the need to regulate and enforce rules through the use of punishments such as detentions and time out. Conversely, those teachers nominated as effective by students believed building a rapport and caring for their students' well-being are key to building positive relationships and indicated that trust and encouragement were fundamental aspects of their relationships with students. Consistent with the views of their students about effective classroom management, these teachers held students accountable but gave

them responsibility with support and structure. They also believed in creating learning experiences for their students that were varied and engaging.

The core findings from this study re-affirm that classroom management is multidimensional. Each of the aspects of effective classroom management interact with and influence the others, including caring relationships, high expectations and opportunities for participation and contribution.

The Consilience of Students' and Teachers' Views of Effective Classroom Management

The second aim of this study examined the extent of convergence between teacher and student perspectives, to suggest ways to support practicing teachers in developing beliefs, knowledge and skills that undergird effective classroom management. In systematically canvassing the views of students and their teachers, the goal was to compare and contrast notions of effective classroom management from the perspective of the two groups. Although researchers have previously investigated students' and/or teachers' perspectives, very few have investigated both groups simultaneously, and none have compared the views of students against those of teachers they nominate as being effective managers (Cothran, Kulinna, & Garrahy, 2003; Ferreira and Bosworth 2001; Garza, Ryzer, & Lee, 2010; Lewis, Romi, & Roache, 2012; Woolfolk Hoy and Weinstein 2006).

There are several clear similarities, and a few areas of divergence between the views of students and those of the teachers nominated by students as effective managers as can be seen in Table 5. The main area of concern and focus for students was the relationship they felt they had, or did not have, with their teachers and their teachers'

perceived level of support and care. This care is manifested, students believe, in teachers' concern about students' academic, social and personal lives. As the young person's quote in the second journal article suggests "*some teachers don't realize that students have feelings*". Relationships are central and so too for the teachers involved in this study. "*Taking the time to get to know your students and build that relationship on a daily basis is, in my opinion, the most important thing a teacher can do*". Although students focused on the level of concern a teacher showed, the teachers focused more heavily on the level of responsibility students should have. Both groups also referred greatly to the power of interesting and engaging teachers and lessons - especially as an effective strategy for minimizing misbehaviour.

Students want choices in their schoolwork as well as patience, caring and humour in their relationships with teachers. The students interviewed agreed that decisions about whether or not to cooperate and behave are often based on their liking of the teacher. The students' perceptions of teachers for whom they choose to behave recognise teachers who are caring and yet provide boundaries, who have high expectations, both behaviourally and academically, and who structure their lessons for engagement and student participation. Teachers also believe that students find it much more difficult to misbehave for those teachers with whom they have a good relationship. When it came to student choice, especially in regard to schoolwork, very few of the teachers felt that choice was of any consequence when it came to managing student behaviour or creating a positive learning environment. As one teacher suggested *"we're not a democracy, we're a benevolent dictatorship"*.

Table 5

The consilience and uniqueness of key teacher and student beliefs about effective classroom management

Findings	Consilient across students and teachers	
Central constructs of effective classroom management	Caring relationships Managing through responsibility Teacher skills and strategies to engage students in learning *This teacher is caring, understanding and supportive and still makes sure we are learning. It's just a great classroom environment*	
Learning environment	Where all are actively participating, and lessons are safe, accountable, fun, interesting, engaging	
Ineffective disciplinary interventions	Punishments, detentions, threats, yelling	
Findings	Unique to Students	Unique to Teachers
Concerns and focus	What I really want – positive relationships, personal support, interesting lessons	What I really want – positive relationships, responsibility, flexibility in delivery of lessons and in managing behaviour
Desired relationships	Relationships characterised by giving me (student) respect, responsibility, autonomy but with clear boundaries	Relationships characterised by giving me (teacher) cooperation, respect each other, high expectations
Effective disciplinary interventions	Boundaries, high expectations, caring – not mean. The discipline interventions were often not clearly identified by the students – they were subtle and low key	Reminds, redirects, boundaries, high expectations, low key techniques such as scanning, proximity, a pause and a look, hand signals, communication, minimal verbals. Clear transitions and signals to begin

The students in this study found it difficult to clearly identify disciplinary interventions used by their effective teachers. They suggested that their teachers certainly had high expectations and clear boundaries but the only thing that they could clearly identify was a lack of meanness. The teachers however were able to put some names to these techniques; *"give them chances, keep it low key, scan the class,*

proximity, stares, body language, all of that is crucial". The students were quick to identify the interventions that don't work from those that get angry to those that seem to do nothing. Teachers agreed "*obviously, there has to be consequences if you did something wrong. But punishing and being aggressive, handing out detentions and "scab" duty, it's ineffective because you separate the consequence, not only from the behaviour but separate it from yourself. It doesn't do anything, it makes them angry and it doesn't change their behaviour. It doesn't teach them, it doesn't encourage them to a better way of behaving."*

In terms of the learning environment, the inseparable relationship between classroom management and instruction is clearly acknowledged by both the students and the teachers. "*They make the learning interesting, get us working together not just from a book, they teach us in an interesting way that keeps us engaged and wanting to do the work."* Lessons that encourage students' active participation, in a safe but accountable environment, and address their interests and needs are not only likely to foster academic achievement, but they are more likely to generate the respect, cooperation and engagement that assist in minimising misbehaviours. For the teachers interviewed for this study a key aspect of effective classroom management was their ability and willingness "*to be flexible in interpreting and delivering the curriculum in a way that students will find engaging."* For both students and teachers in this study the central constructs of effective classroom management are clear - caring relationships, managing through responsibility and the ability to engage students in learning.

Critical Attributes of Effective Classroom Management

To clarify, consolidate and extend our understanding of the key elements of effective classroom management we canvassed the views of experts (via the research

literature), the views of teachers and those of students. In so doing we were not only able to clarify what constitutes a modern view of effective classroom management, but we were also able to consolidate and extend this through overlaying the perspectives of those who are most affected. In gathering a clearer view of what the research (*experts*) tells us about effective classroom management we were able to place this within frameworks on effective teaching, in particular AITSL standards, to clearly show that effective classroom management is much more than just rules, rewards and consequences. Effective classroom management calls upon both theoretical and practical understanding of the needs of the young people and the impact that teachers can have in their academic and socio-emotional learning.

As much of the research points to behaviour problems in the classrooms as being of major concern to teachers and a key factor in the attrition and well-being of teaching staff (Blankenship, 1988; Griffith, Steptoe, & Cropley, 1999; Martin, Linfoot, & Stephenson, 1999; Schottle & Peltier, 1991; Ingersoll 2002; Ingersoll & Smith 2003), it would seem apparent that if we are to truly assist teachers to "teach like the best" (AITSL, 2014, Statement of Intent), we need to ensure that we appropriately guide new teachers in their thinking and practice of classroom management. The research very clearly describes classroom management as involving "teacher actions and instructional techniques to create a learning environment that facilitates and supports active engagement in both academic and social and emotional learning" (McDonald, 2013, p. 20). With the diverse backgrounds, interests and capabilities of students, meeting their needs and engaging them in meaningful learning requires care and skill. Whilst developing an orderly learning environment enables students to engage in meaningful activities that support their learning, this positive learning environment, suggests

McDonald, is only truly attained when teachers understand their own and their students'
needs and they work together to meet these needs.

McDonald's work, similar to the work of many other researchers in the field,
outlines a framework, based on current resilience, self-worth, and neurological research
and positive psychology that highlights the strengths that students have and how
teachers can draw upon these strengths in assisting young people to grow. These
frameworks such as the Positive Learning Framework (PLF), the Classroom
Organization and Management Program (COMP) or the Positive Behavioural
Interventions and Supports (PBIS) offer a continuum of teacher behaviours from
planning, preventative techniques, instructional design and ways to respond to student
behaviour (McDonald, 2013; Evertson, 1995; Sugai & Horner, 2009). In understanding
the multifaceted nature of classroom management, it is therefore surprising that we still
find various governing and or advisory bodies (NSW Centre for Education, Statistics
and Evaluation; US National Council on Teacher Quality) suggesting that key to
effective classroom management is rules, routines, praise and punishment, and only to a
much lesser extent, engagement and relationships. Whilst these organisations mention
motivating students, managing the physical environment, attending to various social
and emotional needs and building positive relationships, they suggest that these do not
have the same level of research consensus as the earlier strategies. Our research, which
draws on the views of the young people and teachers who are the key stakeholders in
education, suggests otherwise - in particular that the key to effective classroom
management is positive relationships between students and teachers, engaging lessons
and a culture or respect rather than dominance.

"An alternative perspective to the 'law and order' view of managing student behaviour draws on more liberal approaches that respect students' human dignity, treat students fairly rather than equally, and guide the development of pro-social skills" (Sullivan, Johnson, & Lucas, 2016, p. 2). Findings from this study show that knowing and understanding young people, their needs and underlying motivations for their behaviours will help greatly in informing a teacher's instructional and behavioural approach to classroom management. Furthermore, children and young people's views on school and learning and their experiences of education, whilst being somewhat absent from much of the research, give a valuable lens through which to view effective teaching and learning. When young people have been consulted, they very clearly identify two factors as most significant: 1) relationships with friends and teachers; and, 2) curriculum content and the way it is taught (Hancock & Zubrick, 2015). This research very clearly indicates, from both the students and the teachers they believe effectively manage their classrooms, that an emphasis on care, responsibility and engagement form the central constructs of effective classrooms. Our research also very clearly shows that "teachers could benefit from understanding how the classroom ecology affects student behaviour rather than focusing on 'fixing' unproductive behaviour" (Sullivan, Johnson, Owens, & Lucas, 2016, p. 4). In recognising the importance of students' views, this research gives voice to the experiences of young people as key stakeholders in improving teaching and learning.

Chapter 6: Discussion

The previous chapter synthesised the major findings of this study according to the overarching aims of the research project. This chapter provides a discussion of the key implications that emerged from the research. As noted previously, each of the three papers that comprise this thesis contains its own discussion pertinent to the focus of that paper. The current discussion is therefore an overview spanning all three papers, and addressing the methodological, professional and conceptual implications of the research as a whole, with suggestions for further investigation.

Methodological Implications: How we study classroom management.

The use of a combination of quantitative and qualitative methods to examine the beliefs and perspectives of students and teachers about what works in classroom management was effective in addressing the multi-layered research questions in this study. The sequential mixed-method research design (Johnson & Onwuegbuzie, 2004; Tashakkori & Teddlie, 1998) allowed for the meaningful identification of patterns from different perspectives, which provided insight into students' and teachers' lived experiences of classroom management. The identification of these patterns or themes was particularly useful for further understanding the core constructs that comprise effective classroom management.

As described earlier "classroom management is a multifaceted endeavour that is far more complex than establishing rules, rewards and penalties to control students' behavior" (Evertson & Weinstein, 2006, p. 5). Individual experiences of classroom management are also diverse and require a multi-dimensional approach that recognizes and accounts for this complexity. For example, data from BIMS provided insights into

the various techniques and strategies teachers in this study use to manage their classrooms. Whilst this information is useful, the data are limited in revealing the antecedent circumstances, experiences and relationships that contributed to these techniques being utilized. BIMS data provided little insight into the "how" or "why" of the interactions, which shape a teacher's approach to classroom management. The "how" or "why" questions were, however, better able to be addressed using interviews or focus groups. In other words, as has been well documented (Greene & Caracelli, 1997; Greene, Caracelli & Graham,1989; Tashakkori & Teddlie, 1998; Waysman & Savaya, 1997, Johnson & Onwuegbuzie, 2004), a mixed-methods approach is well suited to examining the complexities of classroom interactions and choices and should continue to be encouraged as a preferred methodological approach by educational researchers and program evaluators.

The use of focus group and individual interviews allowed participants opportunities to share their personal stories and thus provided greater insight into the reasons for various behaviours and the responses they elicited. Interviews also allowed participants to recall their experiences across time, something that is difficult to achieve by cross-sectional or "snapshot" applications of surveys. Furthermore, although the surveys helped to clarify the core constructs of effective classroom management, being able to overlay these within teacher and student interviews revealed additional information about the context of behaviour in the classroom and the multitude of ways in which both students and teachers manage these behaviours.

Moreover, this mixed methods study underscored that both teachers and students have valuable insights to offer about effective ways to create and maintain safe and supportive learning environments. Focusing only on the views of teachers and other

"experts", provides us with important but nevertheless limited understanding of the frequency, efficacy and acceptability of various disciplinary interventions and students' experiences of those strategies and approaches. If we are to further develop our understanding of effective classroom management we need to broaden the research perspective from which it is viewed and encapsulate the views of the constituents it most directly effects - students. Data collected from multiple sources, in multiple ways, helps to substantiate and validate the central constructs of a particular practice (or view), in this instance, effective classroom management.

Professional Implications: How we teach effective classroom management

As a result of this study there are important implications for how we prepare new teachers and for ongoing teacher learning and development. Do we attend sufficiently to the multidimensionality of classroom management in our initial teacher education programs? Do we do this overtly or expect that classroom management will be learnt on the job? The Australian Professional Standards for Teachers currently form the basis for national consistency in the assessment and (state-based) professional registration of teachers, the evaluation of teacher performance and development, and the accreditation of initial teacher education programs. It is also important, however, that the Standards reflect current research into effective classroom management, and particularly research grounded in the realities of daily classroom life as experienced by its most central participants, students and teachers. Findings from this study inform the professional and practice-related implications discussed below

Relationships. Cultivating effective classroom management in our classrooms and schools is as much about challenging, changing, adapting and enhancing teachers' beliefs, knowledge and perspectives on young people, as it is about changing teachers'

practice. Whilst some organisations seem intent on focusing solely on practice (e.g., *New South Wales (NSW) Centre for Education, Statistics and Evaluation, 2014*), others such as the *Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA)* and the *Australian Institute for Teaching and School Leadership (AITSL)* (2013) are very explicit about also linking effective classroom management to teachers' knowledge of young people and how they learn.

This study shows that a key aspect of effective classroom management is the development of caring relationships between students and their teachers and this is greatly facilitated by a sound knowledge of young people and their needs. Improving students' relationships with teachers has important, positive and long-lasting implications for students' academic and social development as well as for the creation and maintenance of safe and supportive learning environments. James Comer, a professor of Child Psychiatry at Yale University put it very well when he said, "it is the positive relationships and sense of belonging that a good school culture provides that give these children the comfort, confidence, competence, and motivation to learn." (Comer, 2005, p. 758).

Whilst *effective* classroom management certainly has as one of its most critical cornerstones the development of positive student teacher relationships, how does a teacher foster positive, caring relationships with the hundreds of students they work with over the years? Researchers who have investigated teacher-student relationships suggest getting to know students, giving them meaningful feedback, being aware of the explicit and implicit messages being sent, showing warmth and respect, and providing social and emotional support with high expectations for learning are most important (Allen, Gregory, Mikami, Lun, Hamre, & Pianta, 2013; Ang, 2005; Rimm-Kaufman &

Sandilos, 2014; Wentzel, 2010). All teachers need to recognise that to teach well, they must also put effort into creating and maintaining positive relationships with their students. This research demonstrates the link between positive student-teacher relationships and students' motivation to engage with academic activities and therefore effective classroom management.

Responsibility. From the perspective of the students and teachers involved in this research, *how* a teacher achieves order is just as important as *whether* a teacher achieves order. Part of achieving order in a classroom is a teacher's ability to establish clear boundaries and high expectations without being rigid, threatening or punitive. What we noted from students was that they appreciated those teachers who were in *control* of the classroom, who held them accountable, but who gave them responsibility with support and structure. What we continue to hear however from teachers, and from many of their students, is about the prevalence of a more controlling, authoritarian or even punitive approach (Lewis, 2001; Sullivan, Johnson, Owens, & Conway, 2014). Even when recognising that the behaviours exhibited by students have more to do with factors within a teachers' control, such as student engagement, some teachers persist in using approaches that are more about punishment than they are about addressing the root causes of misbehaviour (Sullivan et al., 2014).

A key element of effective classroom management is a teacher's ability to maintain control whilst cultivating student responsibility and independence. The question then is how do teachers do this successfully? This research would suggest that teachers should avoid the use of coercive and extrinsic strategies and instead foster students' independence and self-regulation. This does not mean letting students do whatever they want. All students involved in this research consistently cited the

importance of boundaries and high expectations, as did the teachers interviewed. What was very clear, however, was that when students chose non-compliance as the best way to resist coercion, punishment and forcing obedience certainly do not bring reluctant and resistant students back into the learning community. Teachers need to recognise that whilst their role is certainly about the academic development of every child they teach, it also encompasses the social and emotional development of every child. In other words, teachers need to recognise that helping students to become social and self-managing is an integral part of their job, not just in the early years of education but throughout.

Engaging students. In the effort to improve teachers' classroom management and its development within Initial Teacher Education (ITE) programs, it seems important to take strong consideration of students' views of the practices that comprise effective learning environments. Students enjoyed and benefited from learning experiences that were varied, engaging and clearly articulated. Lessons that encouraged student's active participation, that fostered safety and accountability, and addressed their interests and needs are not only likely to improve student achievement; they are much more likely to generate cooperation and respect, and therefore minimise misbehaviours.

The students in this research revealed that the teachers in whose classes they tended to misbehave were generally those they believed had little ability or interest in engaging them in their learning. Participating students expressed views about teachers' skills at engaging students in learning, preferring those who demonstrate passion, enthusiasm, understanding and a sense of humour. The students commented frequently on how the attitudes of teachers affect their desire to learn. Students preferred teachers

who employ a teaching style that is appropriate to the abilities of the class, allows interactive learning and inspires students in a variety of ways.

This key relationship between behaviour management and instructional management is one that all teachers should appreciate and acknowledge. One size, or type of instruction, certainly does not fit all. Teachers need to hone their instructional intelligence by understanding the key concepts and organisers that inform their instructional choices, and ensure that a variety of skills, tactics and strategies are used to motivate, engage, inspire and challenge their students.

Conceptual Implications: How we think about effective classroom management

In light of the evidence detailed in the three papers that comprise this study, it seems clear that effective classroom management is multidimensional, comprising behavioural and instructional dimensions, with each aspect interacting with and influencing the others. This means that there is need to acknowledge, understand and value both the academic and the social and emotional learning that takes place in our schools. Many improved practices in education that have been developed over the last decade have focused primarily on curriculum and assessment - on the academic learning. When schools and educational organisations focus instead on behaviour it tends to be on the student - on the problem behaviour - rather than how to create a school culture that promotes growth across all developmental pathways including physical, social, emotional and cognitive.

The resilience research has shown us that the critical factors protecting healthy and successful child and youth development even in the face of multiple risks are caring relationships, high expectations and opportunities to participate (Bernard, 2004). This

research has shown that the critical factors in effective classroom management are the development of positive, caring student teacher *relationships*, *responsibility* with support, structure and high expectations and varied, *engaging* and clearly articulated lessons that encouraged student's active participation. When these factors are in place, when schools build a culture that encompasses these, basic youth needs for belonging, competence, independence and connectedness are met, which in turn builds resilience and strengths that result in more positive outcomes for all (Stanley, Prior, & Richardson, 2005). Whenever and wherever one finds a school achieving positive academic and behavioural outcomes for *all* children - not just the few - this commonsense philosophy driving the mission of the school is also likely to be found.

Suggestions for further research

This study offers a mixed-method approach to better understanding how teachers create and maintain safe and supportive learning environments. Whilst a number of new insights were gained, and others confirmed previous research, there is still much to learn about effective classroom management. The following recommendations for future research are suggested.

1. Further investigation into the relationship between student and teacher beliefs in the context of classroom management. This relationship was examined as a part of research aim 2 and articulated within the concluding chapter of this thesis. It was clear from the findings that both parties have strong views on what makes for effective classroom management and for the most part these were very similar. It would seem that areas of similarity warrant further investigation to inform practice and the education of future teachers.

2. Further investigation of trauma informed practice for schools – practice that is strengths-based, that is responsive to the impact of trauma and emphasises physical, psychological, and emotional safety for both teachers and students. As many survivors of trauma often exhibit non-compliant behaviour in our classrooms, further understanding the development of safe and respectful environments that enable students to build caring relationships with adults and peers, self-regulate their emotions and behaviours, and succeed academically, while supporting their physical health and well-being, is required. This understanding could very well reference one or more of the three cornerstones of effective classroom management - caring relationships, high expectations, engaging students – which in turn could assist in better directing our teacher training.

3. Further investigation of student voices. As pointed out earlier in this chapter, if we are to develop our understanding of effective classroom management we need to broaden the perspective from which it is viewed and encapsulate the views of the very people it most directly effects - students. Examination of the literature on student beliefs and perspectives indicates that we have potentially valuable scales and inventories that seem to have rarely been used in research. Pivot Professional Learning's *Student Survey* (2015) and Tripod's *7C's Framework* (2001) assess students' beliefs and provide valuable insights about teaching practices, student engagement and school climate. These instruments need to be used by researchers other than their developers so that we can investigate their utility.

4. On a final note, a natural extension of this research would be to observe teachers in action. With the advent of new technologies like 3-dimensional video cameras, an immersive experience can be captured and used to support teachers' and pre-service

teacher's reflection on student learning and analysis and development of their own practice. This could be used to inform and complement current perspectives on teacher professional learning as well as initial teacher training.

Classroom management, therefore, needs to be viewed not just as a skillset but also as a mindset. If we believe behaviour is a fixed trait, then we spend all of our time documenting behaviours and dealing out punishments and rewards rather than developing appropriate and responsible behaviours. Instead, by understanding that effective classroom management has three cornerstones as its key elements - effective teaching with opportunities for all to participate, responsibility with high expectations and support to meet those expectations, and a caring and nurturing environment in which all children can flourish - we can better marry the mindset and skillsets required to create positive learning environments.

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APPENDIX 1: Student Perception Survey

Dear Student,

Thank you for participating in this survey. While answering the questions, it is important that you think about your experiences in a specific classroom. **For this survey we would like you to think about an effective teacher – one whom you believe creates and maintains safe and supportive learning environments.**

This survey contains 35 observational statements allowing you to record what you experience. For each statement please select the box that most appropriately describes your view of this classroom.

Your teacher and your principal will not look at your answers. Later, someone from outside of your school will tell your teacher and your principal how the students in your school responded, but not how you or any one individual student answered. Please answer what you really think and feel. You do not have to answer any question that you do not want to answer.

		Totally untrue	Mostly untrue	Some-what	Mostly true	Totally True
1.	This teacher makes me feel s/he really cares about me					
2.	This teacher seems to know if something is bothering me					
3.	This teacher really tries to understand how students feel about things					
4.	Student behavior in this class is under control					
5.	I hate the way that students behave in this class					
6.	Student behavior in this class makes the teacher angry					
7.	Student behavior in this class is a problem					
8.	My classmates behave the way this teacher wants them to					
9.	Students in this class treat the teacher with respect					
10.	This class stays busy and doesn't waste time					
11.	If you don't understand something, this teacher explains it another way					
12.	This teacher knows when the class understands, and when we do not					
13.	When s/he is teaching us, this teacher thinks we understand when we don't					
14.	This teacher has several good ways to explain each topic that we cover in class					
15.	This teacher explains difficult things clearly					
16.	This teacher asks questions to be sure we are following along when s/he is teaching					
17.	This teacher asks students to explain more about the answers they give					
18.	In this class, this teacher accepts nothing less than our full effort					
19.	This teacher doesn't let people give up when the work gets hard					
20.	This teacher wants me to explain my answers—why I think what I think					
21.	In this class, we learn a lot almost every day					
22.	In this class, we learn to correct our mistakes					
23.	This class does not keep my attention—I get bored					
24.	This teacher makes learning enjoyable					

#	Statement					
25.	This teacher makes lessons interesting					
26.	I like the way we learn in this class					
27.	This teacher wants us to share our thoughts					
28.	Students get to decide how activities are done in this class					
29.	This teacher gives us time to explain our ideas					
30.	Students speak up and share their ideas about class work					
31.	This teacher respects my ideas and suggestions					
32.	This teacher takes the time to summarize what we learn each day					
33.	This teacher checks to make sure we understand what s/he is teaching us					
34.	We get helpful comments to let us know what we did wrong on assignments					
35.	The comments that I get on my work in this class help me understand how to improve					

36. What do you believe this teacher does that helps to create and maintain safe and supportive learning environments?

37. In order to assist us with selecting teachers to interview in regard to how they manage classes, could you please suggest a few teachers at this school that you believe create and maintain safe and supportive learning environments.

The following questions are just about you

38. What is your gender?

          Male   Female

39. What is your age?

    13   14   15   16   17   18

40. What year are you in?

    8   9   10   11   12

41. How many years have you been at your current school?

    1   2   3   4   5   6   7   8   9   10   more

42. I am happy to participate in a follow up interview

YES	NO

Please provide your name and form group so that we can contact you.

Thank you for sharing your views.

APPENDIX 2: Behaviour and Instructional Management Survey

Dear Teacher,

Thank you for participating in this survey that seeks to clarify teachers views on classroom management. For each statement, please tick the box that most appropriately describes how frequently you would use that technique.

	Never	Seldom	Some times	Often	Always
1. I intervene when students talk at inappropriate times during class.	O	O	O	O	O
2. I use whole class instruction to ensure a structured classroom.	O	O	O	O	O
3. I limit student chatter in the classroom.	O	O	O	O	O
4. I use collaborative learning to explore questions in the classroom.	O	O	O	O	O
5. I reward students for good behaviour in the classroom.	O	O	O	O	O
6. I engage students in active discussion about issues related to real world applications.	O	O	O	O	O
7. If a student talks to a neighbour, I move the student away from other students.	O	O	O	O	O
8. I establish a teaching daily routine in my classroom and stick to it.	O	O	O	O	O
9. I use input from students to create classroom rules.	O	O	O	O	O
10. I use group work in my classroom.	O	O	O	O	O
11. I allow students to get out of their seat without permission.	O	O	O	O	O
12. I use student input when creating student projects.	O	O	O	O	O
13. I am strict when it comes to student compliance in my classroom.	O	O	O	O	O
14. I use inquiry-based learning in the classroom.	O	O	O	O	O
15. I redirect students back to the topic when they get off task.	O	O	O	O	O
16. I direct the students' transition from one learning activity to another.	O	O	O	O	O
17. I insist that students in my classroom follow the rules at all times.	O	O	O	O	O
18. I adjust instruction in response to individual student needs.	O	O	O	O	O
19. I monitor off task behaviour during class.	O	O	O	O	O
20. I use direct instruction when I teach.	O	O	O	O	O
21. I enforce classroom rules to control student behaviour.	O	O	O	O	O
22. I do not deviate from my pre-planned learning activities.	O	O	O	O	O

23. If a student's behaviour is defiant, I demand that they comply with my classroom rules.	○	○	○	○	○
24. I use a teaching approach that encourages interaction among students.	○	○	○	○	○

25. What do you believe teachers do that helps to create and maintain safe and supportive learning environments?

26. On the continuum provided where would you place yourself in terms of possible ways in which teachers could/should respond to undesirable behaviours in young people

Autocratic	Democratic	Laissez Faire
Authoritarian	Authoritative	Liberal
Interventionist	Interactionalist	non-Interventionist
Punitive	Restorative	Permissive

The following questions are just about you

27. What is your gender?

Male   Female

28. What is your age?

21-25   26-35   36-45   46-55   55 or above

29. How many years have you been teaching?

1-5   6-9   10-15   16-20   21-30   31 or more

30. School where currently employed: _____

31. How many years have you been at your current school?

Less than 5   5-10   11-20   More than 20

32. In what years are the students you currently teach (Circle all that apply)?

7   8   9   10   11   12

33. What is the learning area in which you currently teach most classes?

34. I am happy to participate in a follow up interview about classroom management

YES	NO

If yes please provide name/ email details:

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APPENDIX 3: Murdoch University Human Research Ethics

Murdoch UNIVERSITY

Research Ethics Office
Division of Research and Development

www.murdoch.edu.au

Chancellery Building
South Street
MURDOCH WA 6150
Telephone: 9360 6677
Facsimile: 9360 6686
human.ethics@murdoch.edu.au
www.research.murdoch.edu.au/ethics

Monday, 13 January 2014

Dr Andrew McConney
School of Education
Murdoch University

Dear Andrew,

Project No.	2013/235
Project Title	From beliefs to practice: Examining the consilience among students', teachers', and soon-to-be teachers' beliefs about classroom management

Thank you for addressing the conditions placed on the above application to the Education Expedited Sub-Committee of the Murdoch University Human Research Ethics Committee. On behalf of the Committee, I am pleased to advise the application now has:

OUTRIGHT APPROVAL

Once obtained, provide a copy of the Approval Letter from the Department of Education, the Catholic Education Office, Murdoch University and Edith Cowan University.

Approval is granted on the understanding that research will be conducted according the standards of the *National Statement on Ethical Conduct in Human Research* **(2007), the** *Australian Code for the Responsible Conduct of Research* **(2007) and Murdoch University policies at all times. You must also abide by the** Human Research Ethics Committee's standard conditions of approval (see attached). **All reporting forms are available on the Research Ethics web-site.**

I wish you every success for your research.

Please quote your ethics project number in all correspondence.

Kind Regards,

Dr. Erich von Dietze
Manager of Research Ethics

cc: Dr Anne Price and Helen Egeberg
        School of Education – Dr Lindy Norris

HREC Approval Letter 140113

CRICOS Provider Code: 00125J
ABN 61 616 369 313

APPENDIX 4: Catholic Education Office WA Research Approval

CATHOLIC EDUCATION
OFFICE OF WESTERN AUSTRALIA
EXECUTIVE DIRECTOR OF CATHOLIC EDUCATION

28 April 2014

Ms Helen Egeberg
Murdoch University
86 South Street
FREMANTLE WA 6160

Dear Ms Egeberg

RE: FROM BELIEFS TO PRACTICE: EXAMINING THE CONSILIENCE AMONG STUDENTS', TEACHERS', AND SOON-TO-BE TEACHERS' BELIEFS ABOUT CLASSROOM MANAGEMENT

Thank you for your completed application received 4 April 2014, whereby this project will simultaneously investigate the classroom management beliefs, knowledge and perspectives of three key players in the field of education: teachers identified as being highly accomplished, highly rated pre-service teachers, and students within secondary school settings.

I give in principle support for the selected Catholic schools in Western Australia to participate in this valuable study. However, consistent with CEOWA policy, participation in your research project will be the decision of the individual principal and staff members.

Responsibility for quality control of ethics and methodology of the proposed research resides with the institution supervising the research. The CEOWA notes that Murdoch University Human Research Ethics Committee has granted permission for the duration of this research project (Project Number: 2013/235).

Any changes to the proposed methodology will need to be submitted for CEOWA approval prior to implementation. The focus and outcomes of your research project are of interest to the CEOWA. It is therefore a condition of approval that the research findings of this study are forwarded to the CEOWA.

Further enquiries may be directed to Jane Gostelow at gostelow.jane@ceo.wa.edu.au or (08) 6380 5118.

I wish you all the best with your research.

Yours sincerely

Dr Tim McDonald

EXECUTIVE DIRECTOR OF CATHOLIC EDUCATION
50 Ruislip Street, Leederville WA 6007 | PO Box 198, Leederville WA 6903
T (08) 6380 5210
E mcdonald.tim@ceo.wa.edu.au W ceo.wa.edu.au

APPENDIX 5: Department of Education WA Research Approval

Government of **Western Australia**
Department of **Education**

Your ref   :
Our ref   :   D14/0448793
Enquiries   :

Ms Helen Egeberg
86 South Street
FREMANTLE   WA   6160

Dear Ms Egeberg

Thank you for your application received 2 April 2014 to conduct research on Department of Education sites.

The focus and outcomes of your research project, *From beliefs to practice: Examining the consilience among students', teachers' and soon-to-be teachers' beliefs about classroom management,* are of interest to the Department. I give permission for you to approach principals to invite their participation in the project as outlined in your application and subsequent correspondence. It is a condition of approval, however, that upon conclusion the results of this study are forwarded to the Department at the email address below.

Consistent with Department policy, participation in your research project will be the decision of the schools invited to participate, individual staff members, the children in those schools and their parents. A copy of this letter must be provided to principals when requesting their participation in the research. Researchers are required to sign a confidential declaration and provide a current Working with Children Check upon arrival at Department of Education schools.

Responsibility for quality control of ethics and methodology of the proposed research resides with the institution supervising the research. The Department notes a copy of a letter confirming that you have received ethical approval of your research protocol from the Murdoch University Human Research Ethics Committee.

Any proposed changes to the research project will need to be submitted for Department approval prior to implementation.

Please contact Dr Adriaan Wolvaardt, Research and Evaluation Officer, on (08) 9264 5512 or researchandpolicy@education.wa.edu.au if you have further enquiries.

Very best wishes for the successful completion of your project.

Yours sincerely

ALAN DODSON
DIRECTOR
EVALUATION AND ACCOUNTABILITY

6 November 2014

151 Royal Street, East Perth Western Australia 6004

Principal Letter and Consent Form

www.murdoch.edu.au

Murdoch UNIVERSITY

April 2014

From beliefs to practice: Examining the consilience among students',
teachers', and soon-to-be teachers' beliefs about classroom management.

Dear Principal,

The purpose of this letter is to invite you and your school to participate in an in-depth study that will simultaneously investigate the classroom management beliefs, knowledge and perspectives of three key players in the field of education: teachers identified as being highly accomplished, highly rated pre-service teachers, and students within secondary school settings.

Ms Helen Egeberg from the School of Education at Murdoch University is carrying out this research as part of her Doctor of Philosophy Studies under the supervision of Associate Professor Andrew McConney and Dr Anne Price.

In studying the possible convergences between highly accomplished teachers', students' and outstanding practicum rated pre-service teachers' beliefs, perceptions and perspectives of effective classroom management; the current study aims to clarify the research on effective classroom management and to broaden the perspective with which it is viewed. By investigating the various influences on these perceptions and perspectives the research aims to suggest new ways to encourage and develop these beliefs and facilitate their translation into practice.

If you agree to take part in the study, you will be asked to generate a random sample of approximately 20 students from your school who will also be asked to complete a questionnaire with a possible follow up interview of 2 of these students.

As even fewer studies have simultaneously investigated teachers' and students' beliefs about classroom management you will also be asked to identify those teachers at your school with a reputation for effective classroom management. There exists limited research on the classroom management beliefs of highly accomplished secondary teachers so by utilising the AITSL standards, in particular Standard 3 (plan for and implement effective teaching and learning) and Standard 4 (create and maintain supportive and safe learning environments), as well as the recommendations from the student surveys, it is hoped that yourself, or a designee, will be able to select a group of teachers who will then be asked to complete a questionnaire and participate in a possible follow up interview.

All information collected in this study will be kept strictly confidential and only the researcher and supervisors will have access to the information. In reporting the results, no individual student or teacher will be identified. Results of the questionnaires and transcripts of the interviews will be available to you should you request it.

Your involvement in the study will be purely voluntary. If you do agree, you may withdraw from participating at any time without prejudice.

Please complete the consent form attached and return it to Helen Egeberg at the arranged time.

This study has been approved by the Murdoch University Human Research Ethics Committee (Approval 2013/235). If you have any reservation or complaint about the ethical conduct of this research, and wish to talk with an independent person, you may contact Murdoch University's Research Ethics Office (Tel. 08 9360 6677 e-mail ethics@murdoch.edu.au). Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome.

Page 1 of 2

Principal Consent Form

From beliefs to practice: Examining the consilience among students', teachers', and soon-to-be teachers' beliefs about classroom management.

1. I agree voluntarily for my school to take part in this study.

2. I have read the Information Sheet provided and been given a full explanation of the purpose of this study, the procedures involved and of what is expected of me.

3. I understand that I will be asked to

   a. Identify a random sample of approximately 20 students from my school who will also be asked to complete a questionnaire with a possible follow up interview of 2 of these students.

   b. Identify those teachers at my school with a reputation for effective classroom management by utilising the AITSL standards, in particular Standard 3 (plan for and implement effective teaching and learning) and Standard 4 (create and maintain supportive and safe learning environments), as well as the recommendations from the student surveys. These teachers will then be asked to complete a questionnaire with a possible follow up interview of 2 of these teachers.

4. The researcher has answered all my questions and has explained possible problems that may arise as a result of my school's participation in this study.

5. I understand my school is free to withdraw from the study at any time without needing to give any reason.

6. I understand that my school will not be identified in any publication arising out of this study.

7. I understand that my school's name and identity will be stored separately from the data, and these are accessible only to the investigators. All data provided by me will be analysed anonymously using code numbers.

8. I understand that all information provided by me is treated as confidential and will not be released by the researcher to a third party unless required to do so by law.

Name of Principal: _____

Signature of Principal: _____   Date: …..../….…/….….

I confirm that I have provided the Information Letter concerning this study to the above participant; I have explained the study and have answered all questions asked of me.

Signature of researcher: _____   Date: …..../….…/….….

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APPENDIX 7: Parent/Student Letter and Consent Form

Parent/Student Letter and Consent Form

April 2014

**From beliefs to practice: Examining the consilience among students',
teachers', and soon-to-be teachers' beliefs about classroom management.**

Dear Parent/Guardian,

The purpose of this letter is to request your permission for your child to participate in an in-depth study that will investigate the classroom management beliefs, knowledge and perspectives of teachers and students at various secondary schools in the Perth metropolitan area.

Ms Helen Egeberg from the School of Education at the Murdoch University is carrying out this research as part of her Doctor of Philosophy Studies under the supervision of Associate Professor Andrew McConney and Dr Anne Price.

The study aims to clarify the research on effective classroom management and to broaden the perspective with which it is viewed. By investigating the various influences on these perceptions and perspectives the research aims to suggest new ways to encourage and develop these beliefs and facilitate their translation into practice. The study is about finding ways to enhance teacher's practices in terms of classroom management.

If you agree for your child to take part in the study, your child will be asked to complete a questionnaire about their perceptions of effective teaching and participate in a possible follow up interview.

All information collected in this study will be kept strictly confidential and only the researcher and supervisors will have access to the information. In reporting the results, no individual student or teacher will be identified. Results of the questionnaires and transcripts of the interviews will be available to you should you request it.

Your child's involvement in the study will be purely voluntary and they may withdraw from participating at any time without prejudice.

Please complete the consent form attached and return it to your schools representative ASAP. Once consent has been obtained your child will be sent a link to the survey site and asked to complete the questions. The questionnaire will take approximately 10 minutes to complete and once they have finished, they will be asked to indicate if they are happy to participate in a follow up interview of no longer than 30 minutes, which will be carried out at the school during school time.

Thank you for your time and consideration

Helen Egeberg

This study has been approved by the Murdoch University Human Research Ethics Committee (Approval 2013/235). If you have any reservation or complaint about the ethical conduct of this research, and wish to talk with an independent person, you may contact Murdoch University's Research Ethics Office (Tel. 08 9360 6677 e-mail ethics@murdoch.edu.au). Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome.

MURDOCH
UNIVERSITY

From beliefs to practice: Examining the consilience among students',

teachers', and soon-to-be teachers' beliefs about classroom management.

1. I am happy for my child to be involved in this project.

2. I understand that my child will be asked to

   a. Complete a questionnaire.

   b. Participate in a possible follow up interview to be audio recorded as part of this research.

3. I understand that my child is free to withdraw from the study at any time without needing to give any reason. However, once my child submits the survey it will not be possible to withdraw or amend them because responses cannot be tied to my child as an individual.

4. I understand that my child will not be identified in any publication arising out of this study.

5. I understand that my child's name and identity will be stored separately from the data, and these are accessible only to the investigators. All data provided by my child will be analysed anonymously using code numbers.

6. I understand that nothing about my child will be given by the researchers to anybody else except where the law says they must.

Name of child/participant: _____

Name of parent: _____

Signature of Parent: _____   Date: …..../......./…….

I confirm that I have provided the Information Letter concerning this study to the parent / guardian. I have explained the nature and purpose of the study and have answered all questions asked of me.

Signature of researcher: _____   Date: …..../......./…….

APPENDIX 8: Teacher Letter and Consent Form

Teacher Letter and Consent Form

www.murdoch.edu.au

April 2014

From beliefs to practice: Examining the consilience among students', teachers', and soon-to-be teachers' beliefs about classroom management.

Dear Teacher,

The purpose of this letter is to invite you to participate in an in-depth study that will simultaneously investigate the classroom management beliefs, knowledge and perspectives of three key players in the field of education: teachers identified as being highly accomplished, highly rated pre-service teachers, and students within secondary school settings.

Ms Helen Egeberg from the Graduate School of Education at the Murdoch University is carrying out this research as part of her Doctor of Philosophy Studies under the supervision of Associate Professor Andrew McConney and Dr Anne Price.

In studying the possible convergences between highly accomplished teachers', students' and outstanding practicum rated pre-service teachers' beliefs, perceptions and perspectives of effective classroom management; the current study aims to clarify the research on effective classroom management and to broaden the perspective with which it is viewed. By investigating the various influences on these perceptions and perspectives the research aims to suggest new ways to encourage and develop these beliefs and facilitate their translation into practice.

If you agree to take part in the study, you will be asked to complete a questionnaire and participate in a possible follow up interview.

All information collected in this study will be kept strictly confidential and only the researcher and supervisors will have access to the information. In reporting the results, no individual student or teacher will be identified. Results of the questionnaires and transcripts of the interviews will be available to you should you request it.

Your involvement in the study will be purely voluntary. If you do agree, you may withdraw from participating at any time without prejudice.

Please complete the consent form attached and return it to Helen Egeberg at the arranged time.

This study has been approved by the Murdoch University Human Research Ethics Committee (Approval 2013/235). If you have any reservation or complaint about the ethical conduct of this research, and wish to talk with an independent person, you may contact Murdoch University's Research Ethics Office (Tel. 08 9360 6677 e-mail ethics@murdoch.edu.au). Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome.

CRICOS Provider Code: 00125J
ABN 61 616 369 313

From beliefs to practice: Examining the consilience among students', teachers', and soon-to-be teachers' beliefs about classroom management.

1. I agree voluntarily to take part in this study.

2. I have read the Information Sheet provided and been given a full explanation of the purpose of this study, the procedures involved and of what is expected of me.

3. I understand that I will be asked to

    a. Complete a questionnaire.

    b. Participate in a possible follow up interview to be audio recorded as part of this research

4. The researcher has answered all my questions and has explained possible problems that may arise as a result of my participation in this study.

5. I understand I am free to withdraw from the study at any time without needing to give any reason.

6. I understand I will not be identified in any publication arising out of this study.

7. I understand that my name and identity will be stored separately from the data, and these are accessible only to the investigators. All data provided by me will be analysed anonymously using code numbers.

8. I understand that all information provided by me is treated as confidential and will not be released by the researcher to a third party unless required to do so by law.

Name of participant: _____

Signature of Participant: _____ Date: …..../……./…….

I confirm that I have provided the Information Letter concerning this study to the above participant; I have explained the study and have answered all questions asked of me.

Signature of researcher: _____ Date: …..../……./…….