

# Positive Learning Environments Creating And Maintaining Productive Classrooms

**John De Nobile, Gordon Lyons, Michael Arthur-Kelly**

Positive Learning Environments John De Nobile, Gordon Lyons (Lecturer and researcher), Michael Arthur-Kelly, 2017-04-05 How do you create a learning environment that's productive; one where students are engaged, learning and happy? And how do you ensure that inappropriate behaviours are kept to a minimum? This exciting new text introduces the key concepts you need to know to create and maintain your classroom as a positive learning environment. It begins by introducing four essential components that are the cornerstones of creating a positive, productive learning environment. These positive practices will set you on the pathway to success and help you establish classrooms that recognise and encourage appropriate behaviours while reducing the probability of inappropriate behaviours. It then examines in turn each of the four main groups of evidence-based approaches to managing student behaviour: behavioural, cognitive behavioural, psychoeducational and social justice approaches. For each it discusses the theories that inform them, their practical applications for fostering appropriate behaviours and also when and how to use them to proactively intervene, if necessary. By the end you will be empowered to select appropriate theories, approaches and strategies and bring these together to develop your individualised classroom management plan: one that suits your own theoretical beliefs, professional philosophy and teaching style.

**Positive Learning Environments : Creating and Maintaining Productive Classrooms** John De Nobile, Gordon Lyons, Michael Arthur-Kelly, 2020-09-21 How do you create a learning environment that's productive; one where students are engaged, learning and happy? And how do you ensure that inappropriate behaviours are kept to a minimum? The second edition of *Positive Learning Environments: Creating and Maintaining Productive Classrooms* introduces the key concepts teachers need to know to create and maintain their classroom as a positive learning environment. It begins by introducing four essential components that are the cornerstones of creating a positive, productive learning environment. These positive practices set readers on the pathway to success and help them establish classrooms that recognise and encourage appropriate behaviours while reducing the probability of inappropriate behaviours. It then examines in turn each of the four main groups of evidence-based approaches to managing student behaviour: behavioural, cognitive behavioural,

psychoeducational and social justice approaches. For each it discusses the theories that inform them, their practical applications for fostering appropriate behaviours and also when and how to use them to proactively intervene, if necessary. By the end, readers are empowered to select appropriate theories, approaches and strategies and bring these together to develop their individualised classroom management plan: one that suits their own theoretical beliefs, professional philosophy and teaching style. Premium online teaching and learning tools are available on the MindTap platform. Learn more about the online tools [cengage.com.au/mindtap](http://cengage.com.au/mindtap)

*Positive Learning Environments: Establishing and Sustaining Productive Classrooms*, 2024-10-01 How do you create a learning environment that's productive; one where students are engaged, learning and happy? And how do you ensure that inappropriate behaviours are kept to a minimum? The third edition of *Positive Learning Environments: Creating and Maintaining Productive Classrooms* introduces the key concepts teachers need to know to create and maintain their classroom as a positive learning environment. It introduces four essential components that are the cornerstones of creating a positive, productive learning environment. It then examines each of the four main groups of evidence-based approaches to managing student behaviour: behavioural, cognitive behavioural, psychoeducational and social justice approaches. By the end, readers are empowered to select appropriate theories, approaches and strategies and bring these together to develop their individualised classroom management plan. Premium online teaching and learning tools are available on the MindTap platform. Learn more about the online tools [cengage.com.au/mindtap](http://cengage.com.au/mindtap)

**Creating Inclusive Classrooms** Spencer J. Salend, 2010-02-15 Creating an inclusive classroom means understanding federal legislation as well as national and state standards, but the practical and streamlined seventh edition of *Creating Inclusive Classrooms: Effective and Reflective Practices* recognizes that it means more than that. This text goes beyond the typical inclusion text, translating theory and research into practices you can use in your inclusive classroom by illustrating the principles of effective inclusion through classroom scenarios, online footage, and successful strategies. The text has the most current vision of today's inclusive classroom, which truly helps you create a successful educational experience for all students. New to This Edition: \*NEW UDL and You features throughout the text guide you in understanding and implementing the principles of universal design to help all learners access the general education curriculum and succeed in inclusive classrooms.

**Handbook of Classroom Management** Carolyn M. Evertson, Carol S. Weinstein, 2013-10-31 Classroom management is a topic of enduring concern for teachers, administrators, and the public. It consistently ranks as the first or second most serious educational problem in the eyes of the general public, and beginning teachers consistently rank it as their most pressing concern during their early teaching years. Management problems continue to be a major cause of teacher burnout and job dissatisfaction. Strangely, despite this enduring concern on the part of educators and the public, few researchers

have chosen to focus on classroom management or to identify themselves with this critical field. The Handbook of Classroom Management has four primary goals: 1) to clarify the term classroom management; 2) to demonstrate to scholars and practitioners that there is a distinct body of knowledge that directly addresses teachers' managerial tasks; 3) to bring together disparate lines of research and encourage conversations across different areas of inquiry; and 4) to promote a vigorous agenda for future research in this area. To this end, 47 chapters have been organized into 10 sections, each chapter written by a recognized expert in that area. Cutting across the sections and chapters are the following themes: \*First, positive teacher-student relationships are seen as the very core of effective classroom management. \*Second, classroom management is viewed as a social and moral curriculum. \*Third, external reward and punishment strategies are not seen as optimal for promoting academic and social-emotional growth and self-regulated behavior. \*Fourth, to create orderly, productive environments teachers must take into account student characteristics such as age, developmental level, race, ethnicity, cultural background, socioeconomic status, and ableness. Like other research handbooks, the Handbook of Classroom Management provides an indispensable reference volume for scholars, teacher educators, in-service practitioners, and the academic libraries serving these audiences. It is also appropriate for graduate courses wholly or partly devoted to the study of classroom management.

**Positive Teaching** Kevin Wheldall, Frank Merrett, 2017-09-13 Problems of classroom management and control are a recurring concern for many teachers. Disruptive behaviour and inattention hinder effective learning and impose a constant drain upon the teachers' emotional resources. Continual nagging at children only increases teacher stress: what is needed is an effective alternative set of strategies. Originally published in 1984, Positive Teaching seeks to meet this need by presenting the behavioural approach to teaching in a clear, direct and lucid way. By adopting the behavioural approach, problem behaviour can be minimised, or rapidly nipped in the bud when it does arise. While punishment may be used in an attempt to stop almost any kind of behaviour, only the appropriate use of positive methods applied contingently, immediately and consistently can teach new, more adaptive behaviour. This is a crucial issue in real teaching and is rarely encountered or even discussed in most teacher education programmes. It is the central focus of Positive Teaching. This book is for all teachers, from the beginning student to experienced head teachers; for those teaching in a first school, and for those teaching sixth-formers; for those experiencing difficulties and for those whose authority is already well established. The behavioural approach offers practical support to those who are struggling and a rationale for the effective, positive strategies of the successful. We can all improve our teaching.

*Creating Effective Teaching and Learning Environments: First Results from TALIS OECD*, 2009-06-18 This survey aims to help countries review and develop policies to make the teaching profession more attractive and more effective.

*School-Based Interventions for Students with Behavior Problems* Julie Bowen, William R. Jenson, Elaine Clark, 2011-06-27

School-Based Interventions for Students with Behavior Problems is a book about helping children and adolescents who engage in severe behaviors to positively succeed in the school setting. The emphasis of this book is on the prevention of behavior problems through structuring the instructional environment and teaching appropriate skills-and intervention to reduce problems with practical, proven, and positive procedures. This book is designed for educators faced with the daily challenge of instructing students with behavior problems, social skill deficits, and academic delays. It is designed for teachers as well as those who work with teachers and students; school administrators, counselors, special educators, and school psychologists. In searching for effective behavioral, social skill, and academic strategies, the authors have reviewed hundreds of research-validated studies to select techniques applicable to varied instructional settings within the school. The orientation and contents of this book represent the authors' experience and professional training in teaching, clinical work, and research involving students with behavior problems over the last 25 years.

*The SEL Solution* Jonathan C. Erwin,2020-12-22 Inspiring and practical guide to create a safe and positive learning environment and help students master critical social and emotional skills. The SEL Solution provides everything teachers need to create a safe and positive learning environment. With dozens of fun and easy-to-do lessons and activities, educators have a clear path to integrate SEL lessons into social studies and language arts curriculum as well as throughout the school day. Additional sections for SEL directors and school leaders offer a blueprint for building a school-wide community that: helps students and staff master critical social and emotional skills, like self-awareness, the ability to focus, self-control, self-regulation, the ability to empathize, active listening, and cooperation engages everyone—kids and adults—in effective, compassionate behavior management strategies increases student success For use by teachers, counselors, coaches, principals, and other educators, the strategies in *The SEL Solution* provide a plan for engaging the whole school community in identifying, celebrating, and sustaining its positive values.Digital content includescustomizable forms from the book and a PDF presentation for professional development.

**The Key Elements of Classroom Management** Joyce McLeod,Jan Fisher,2003-09-15 What all new and developing teachers need: the real basics of effective classroom management distilled in an easy-to-read guide they can quickly scan for time-saving tips or read in-depth to improve long-term performance. Three veteran teacher-authors explain the essentials:  
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*Educational Psychology for Learning and Teaching* Dr Sue Duchesne,Dr Anne McMaugh,2018-10-01 Educational Psychology for Learning and Teaching introduces key theories of development and learning to help you understand how

learners learn, and how educators can be more effective in their teaching practice. Featuring current research on the various dimensions of learning and teaching alongside traditional theories, it provides a clear framework of theory and evidence that supports modern education practices. Taking a comprehensive approach, this text investigates how to apply psychology principles to education contexts to enhance learning and teaching quality, particularly for accommodating individual student needs. This wholly Australian and New Zealand text caters for those who are planning to work with any age range from early childhood to adolescence and beyond. With a greater focus on resilience in education settings, the discussion of creativity alongside intelligence and a broader discussion on diversity, this new edition is up-to-date for the pre-service teacher. New, print versions of this book come with bonus online study tools on the CourseMate Express and Search Me! platforms Premium online teaching and learning tools are available to purchase on the MindTap platform Learn more about the online tools [cengage.com.au/learning-solutions](http://cengage.com.au/learning-solutions)

**Building and Sustaining a Teaching Career** Narelle Suzanne Lemon, Sharon McDonough, 2020-05-26 This text supports pre-service teachers in developing mindfulness strategies as they undertake professional experience.

**Culturally Responsive Teaching** Geneva Gay, 2000 More than ever, Geneva Gay's foundational book on culturally responsive teaching is essential reading in addressing the needs of today's diverse student population.

**Motivating Defiant and Disruptive Students to Learn** Rich Korb, 2012-01-17 How to stay calm, cool, and in control of your classroom Today's teachers face more challenges than ever before in managing student behavior in the classroom. New teachers often find themselves underprepared for the realities of hard-to-engage students and increased class size. Rich Korb brings extensive teaching and administrative experience to his collection of strategies designed to keep you and your students focused on learning. This accessible, step-by-step guide for new and veteran teachers offers easy-to-implement methods that help you: Motivate and engage students Set up your classroom to prevent disruptive behavior Stay calm in the face of adverse situations Reduce the effect of misbehavior on other students' learning Respond to inappropriate behavior effectively Avoid burning out This powerful staff development program is filled with strategies you can read today and apply tomorrow. They have been classroom tested and praised by teachers looking for guidance when they wanted to scream, yell, or cry. This book will reignite your love of teaching as you reap the rewards of a well-managed classroom.

**Interculturality in Schools** Robyn Moloney, Maria Lobytsyna, John De Nobile, 2022-07-26 This book provides a comprehensive study of professional learning courses in intercultural settings, exploring how this impacts teachers and brings about change in classrooms, culture across schools as a whole, and children's lives. The authors argue that teachers and schools must raise the stakes globally in an intercultural practice grounded in educational equity and anti-racism. Identifying the attributes that make a difference in teacher intercultural learning and change through analysis of both quantitative and qualitative data, the study throws up marked tensions and contradictions between the desire to explore both

an abstract personal concept and achieve practical outcomes in schools. As case studies of two primary schools dig deep into teachers' lives, the book proposes a model of personal teacher interculturality which is constructed from the inside out. The potential of neglected spaces in schools for intercultural identity is also highlighted by images of new practice. This book is a supportive resource for schools or educational institutions, in any global context, that are seeking a fresh approach to intercultural education and holistic change.

Blended Learning in Higher Education D. Randy Garrison, Norman D. Vaughan, 2011-09-09 This groundbreaking book offers a down-to-earth resource for the practical application of blended learning in higher education as well as a comprehensive examination of the topic. Well-grounded in research, *Blended Learning in Higher Education* clearly demonstrates how the blended learning approach embraces the traditional values of face-to-face teaching and integrates the best practices of online learning. This approach has proven to both enhance and expand the effectiveness and efficiency of teaching and learning in higher education across disciplines. In this much-needed book, authors D. Randy Garrison and Norman D. Vaughan present the foundational research, theoretical framework, scenarios, principles, and practical guidelines for the redesign and transformation of the higher education curriculum. *Blended Learning in Higher Education* Outlines seven blended learning redesign principles Explains the professional development issues essential to the implementation of blended learning designs Presents six illustrative scenarios of blended learning design Contains practical guidelines to blended learning redesign Describes techniques and tools for engaging students

*School Success for At-Risk Students* Therese M. Cumming, Cathi Draper Rodriguez, 2018-09-06 *School Success for At-Risk Students: A Culturally Responsive Tiered Approach* introduces a model that incorporates cultural responsiveness into the familiar three-tiered model of behavioural and academic support. The model is designed to modify learning environments to support all students, identify students at risk, and provide a continuum of supports for those who need it. The characteristics, outcomes, and support needs of at-risk students are explored in detail. These students include those with disabilities, those who are English language learners, refugees, indigenous, LGBT+, students from low SES backgrounds, and those who are involved with the juvenile justice or out-of-home care systems. The concepts of cultural responsiveness and competence are defined and discussed, then incorporated into a framework that includes the Response to Intervention and Positive Behavioural Interventions and Supports frameworks. This revised framework is investigated in regards to theory, research, and practice. The importance of cultural competence for at-risk students and ways to improve this in schools are suggested. This book is a necessary companion for educators and researchers who have an interest in exploring the nature and context of educating at-risk students from the perspective of a culturally responsive multi-tiered system of support. It will also be of interest to a wide range of individuals working in education with at-risk youth, including preservice and veteran teachers, leadership teams, school psychologists, and school counsellors, as well as teacher educators.

Classroom Management Tim McDonald, Timothy McDonald, 2019 Classroom Management Third Edition provides teachers with the skills to create quality-learning environments with their students, demonstrating effective instructional strategies that engage students in learning as well having the skills to respond positively to misbehaviour and de-escalate conflict. Following the Positive Learning Framework (PLF), the text offers practical strategies for working with challenging behaviours, real life examples of classroom scenarios and critical reflection activities. This edition has also been updated to address the Australian Institute for Teaching and School Leadership (AITSL) Teacher Standards. Providing comprehensive coverage of early childhood, primary and secondary years, Classroom Management is a practical and engaging text that will prepare pre-service teachers for experiences in the classroom.

*Teach Like a Champion 2.0* Doug Lemov, 2015-01-12 One of the most influential teaching guides ever—updated! Teach Like a Champion 2.0 is a complete update to the international bestseller. This teaching guide is a must-have for new and experienced teachers alike. Over 1.3 million teachers around the world already know how the techniques in this book turn educators into classroom champions. With ideas for everything from boosting academic rigor, to improving classroom management, and inspiring student engagement, you will be able to strengthen your teaching practice right away. The first edition of Teach Like a Champion influenced thousands of educators because author Doug Lemov's teaching strategies are simple and powerful. Now, updated techniques and tools make it even easier to put students on the path to college readiness. Here are just a few of the brand new resources available in the 2.0 edition: Over 70 new video clips of real teachers modeling the techniques in the classroom (note: for online access of this content, please visit [my.teachlikeachampion.com](http://my.teachlikeachampion.com)) A selection of never before seen techniques inspired by top teachers around the world Brand new structure emphasizing the most important techniques and step by step teaching guidelines Updated content reflecting the latest best practices from outstanding educators Organized by category and technique, the book's structure enables you to read start to finish, or dip in anywhere for the specific challenge you're seeking to address. With examples from outstanding teachers, videos, and additional, continuously updated resources at [teachlikeachampion.com](http://teachlikeachampion.com), you will soon be teaching like a champion. The classroom techniques you'll learn in this book can be adapted to suit any context. Find out why Teach Like a Champion is a teaching Bible for so many educators worldwide.

**How Learning Works** Susan A. Ambrose, Michael W. Bridges, Michele DiPietro, Marsha C. Lovett, Marie K. Norman, 2010-04-16 Praise for How Learning Works How Learning Works is the perfect title for this excellent book. Drawing upon new research in psychology, education, and cognitive science, the authors have demystified a complex topic into clear explanations of seven powerful learning principles. Full of great ideas and practical suggestions, all based on solid research evidence, this book is essential reading for instructors at all levels who wish to improve their students' learning. —Barbara Gross Davis, assistant vice chancellor for educational development, University of California, Berkeley, and author, Tools for

Teaching This book is a must-read for every instructor, new or experienced. Although I have been teaching for almost thirty years, as I read this book I found myself resonating with many of its ideas, and I discovered new ways of thinking about teaching. —Eugenia T. Paulus, professor of chemistry, North Hennepin Community College, and 2008 U.S. Community Colleges Professor of the Year from The Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education Thank you Carnegie Mellon for making accessible what has previously been inaccessible to those of us who are not learning scientists. Your focus on the essence of learning combined with concrete examples of the daily challenges of teaching and clear tactical strategies for faculty to consider is a welcome work. I will recommend this book to all my colleagues. —Catherine M. Casserly, senior partner, The Carnegie Foundation for the Advancement of Teaching As you read about each of the seven basic learning principles in this book, you will find advice that is grounded in learning theory, based on research evidence, relevant to college teaching, and easy to understand. The authors have extensive knowledge and experience in applying the science of learning to college teaching, and they graciously share it with you in this organized and readable book. —From the Foreword by Richard E. Mayer, professor of psychology, University of California, Santa Barbara; coauthor, e-Learning and the Science of Instruction; and author, Multimedia Learning

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