

Classroom
Management
ECIE6003

Student Number: 1351571

Resource Pack: Design a resource pack to support an element of effective classroom management.

The Resource

This resource is a Positive Behaviour Routines pack which promotes and reinforces classroom routines, engages and challenges learners to be independence and resilience as well as having as developing their problems solving and critical thinking skills. This resource pack is aimed at learners in Year 5 and 6 but can of course be adapted to younger learners in a primary school setting and can help assisting them to promote closer links between 'behaviour' and 'learning' (Ellis & Tod, 2018).

What is in the Positive Routines Behaviour Pack?

The resource includes the following information and guidance

- **Routines** - Reinforcing routines during the day at break and lunchtime, morning, afternoon, home time and arriving in class in the morning and transitions times during the day. Visual cues on a flipchart or class board are common to help learners understand what the required expectation of them is and what their role is in that time. Each transition point for example in the morning the daily routine would be on a slide on the board for the teacher to through with the learners (Appendix 3).
- **Role Models for the classroom** – each week we are looking for those learners who exhibit the following behaviours – Readiness, Respectful and Safe. Each week the teacher will choose a child or children who exhibit these behaviours, and they will be the role model for the week. Each child will get a prize of their choice from the prize basket (Appendix 4).
- **Calming Corner** – this will help learners regulate their emotions and give them time and resources to understand why they are feeling the way they are and what strategies they can use to help them if they are feeling sad or frustrated (Appendix 2).
- **Class Charter** – this will allow learners to have a voice and understand what the expectations are as well as being able to question, discuss and learn about what the expectations are (Appendix 1).

Rationale

Routines

Routines are a cornerstone of effective classroom culture. They reduce cognitive load, support emotional safety, and promote consistency (Argyropulo-Palmer, 2022). Maslow's Hierarchy of Needs

theory bases its foundations on our most basic needs being met first before we can go onto the next level and be ready to move to self-actualisation. In a classroom setting this is key to being able to set expectations and ensure all learners are happy, healthy and safe before they can engage in the learning. Without these foundations being in place learners can become disengaged, disruptive and despondent. Establishing clear routines and expectations helps pupils feel secure and ready to learn (Welsh Government, 2025). This resource provides the framework to set expectations, role-model behaviours and language and promote learners' independence in the classroom. It is also important to consider those learners with neurodivergent conditions such as Autism and ADHD as well as cultural diversity and disability. It is key for teachers to adapt and reflect on how these resources can be adapted to those learners to ensure that it is inclusive for all learners and not just the few. For example, your daily schedule could be personalised for the learner on their desk and could then be on a now and next board to help them understand the structure and activities of the day. Positive behaviour is promoted through clear expectations, nurturing relationships and proactive support (Estyn, 2023).

This reinforces the idea that Maslow's theory is inextricably linked to the foundations of classroom management in that, you need those basic needs met to progress in order to be ready to learn and engage. Without this foundation learners would not be able to learn which again illustrates that behaviour and learning are linked concepts that require each other to be present in order to be successful and to benefit the learner. This approach also emphasised and supports the behaviour management of the classroom and ensures that the practitioner can adapt any routine to fit with neurodivergent learners as an example. Teachers must be aware that students with special needs may require more time and support to meet their basic and emotional needs before academic learning can occur (Mohammed & Nordin, 2024).

Role Models

Role modelling in classrooms is a powerful pedagogical strategy that shapes learners' values, attitudes, and social development (Roy & Ejimonye, 2024). Role modelling behaviours is key to demonstrating expectations and is an important strategy in managing behaviour and learning in the classroom. Teachers' role model behaviour and the quality of the student-teacher relationship as prerequisites for students' attitudes toward peers with learning difficulties (Loper & Hellmich, 2024). It is evident that role-modelling is key to providing learners with the examples and expectations of what is expected in terms of behaviour and learning. Both educational theorists Bandura and Maslow demonstrated how basic needs and role-modelling of behaviours are key to aiding learners to feel engaged, safe and clear in terms of the classroom setting and importantly ready to learn and succeed.

Calming Corner

Calming corners are central to mindfulness and emotional regulation strategies in inclusive classrooms (Ewert, 2023). Calming corners have been used in classroom settings to offer learners a space that they can self-regulate in and take some time should they need it during the school day. It is essential to helping and aiding learners understand their emotions and also what strategies they can use when they feel a certain way. Dysregulated learners cannot learn, and this strategy has proved effective in promoting independence for the learner in how to regulate themselves using a calming corner. Calming Corners can provide bean bags, weighted blankets, fidgets, breathing techniques and books to help learners reach a point where they are ready to engage and return to class to learn. Most areas provide sensory toys or activities such as mindfulness colouring to help and aid learners back to a place where they are ready to learn again. This illustrates that Maslow's Hierarchy of Needs has to be met before progressing to the next level which in this example is returning to class to engage with the learning. Maslow's hierarchy reminds us that emotional safety is a prerequisite for learning. Calming spaces are one way to meet that need (Carter, 2023).

Class Charter

Charters make rights real and provide a framework for a positive environment where rights are respected, protected and promoted (UNICEF UK, 2023). A Class Charter allows all learners to know what is expected and set the expectations of what their rights and responsibilities in a classroom setting. This can include items such as being respectful to each other, being kind, helping someone out when they need it whether that is with their work or if they cannot find something. There are lots of examples that can be used to demonstrate the effectiveness of Class Charters. As part of the new term a Class Charter board could be set-up in the classroom, and you could ask your learners what theme they would like and then each learner could design their own character to go onto the board with their rights which forms part of your Class Charter.

This demonstrates clearly that a Class Charter provides all of Maslow's Hierarchy of needs and is an inclusive activity for all learners. Maslow's theory remains relevant in education because it reminds us that unless basic needs are met, students cannot be expected to perform academically (Naaz & Khalid, 2023). It is also apparent that it can be linked to Social Constructivism (Vygotsky, 1978) whereby Children learn through social interaction and the co-construction of knowledge (Vygotsky, 1978), Vygotsky believed that children learned through social interaction and developed ideas and critical thinking skills this way. Both education theorists can be used in the classroom management strategies today to ensure inclusiveness and equity for all learners and to develop their critical thinking and problems solving skills.

Practical Application in a Classroom Setting

To embed and put these strategies into place it is important to be organised and prepared to ensure the smooth running of your classroom and to provide your learners with a safe, stable and engaging environment.

Create a timetable of your day and create a visual timetable for your learners either using a whiteboard or PowerPoint slide so that every morning they can get set-up and know instantly what the task, job or activity is. This not only promotes independence it ensures a safe, calm and engaged learner ready to take on the day's learning.

- Create templates of your routines so they can be adjusted very day.
- Include visual timetables and desk copies for learners who are neurodivergent.
- Set-up a Calming Corner in the classroom. Include a lesson on emotional regulation and ask to get your class to make some poster on their top tops to display in the area. It is important to communicate with your learners about the purpose and expectations for this area.
- Prepare a lesson the Class Charter and Rights Respecting allowing the class to choose a theme for the display board for example, Space, Racetrack, the Sea it can be anything. The class then need to choose at least 10 different rights and design a character that fits the theme and then you can display your charter that everyone can sign.
- Role models can be set with school vision and values for example Respectful, Safe and Ready. Display these on your whiteboard or a display board and once a week choose those learners who have exhibited the behaviours, and they are your role models for the next week for learners to aspire too.

Conclusion

The resource pack provides a framework and guidance to embed these strategies into your classroom to support behaviour and learning. It is evident from research that both behaviour and learning are entwined together and must both be present to be successful. It is clear from research that practitioners must adapt their resources and classroom strategies dependent on their learners for example additional learning needs, behavioural difficulties or bilingualism this ensures that these strategies are inclusive for all and not just the few.

Maslow's Hieracrhy of Needs, Social Learning Theory and the Rights Respecting Framework provide the foundation in theory that have translated into policy in terms of the Curriculum for Wales and the ALN Code which reinforces equity for all learners. Pupil voice, mental health and well-being and belonging are central to these theories but also to engage be ready to learn. There must a continued

effort to continue to reflect and adapt our classroom strategies to be inclusive and promote lifelong learning for all.

Appendices

Appendix 1

An example of a Class Charter that can be displayed on your Siarter Iaith Board

PRIMARY 6 CLASS CHARTER			
Class RIGHT	Mrs Hinton will.....	UNCRC Article	We will.....
To feel liked, valued and appreciated	Listen when children's feelings have been hurt Make sure everyone is being included	Article 7 – The right to be cared for	Not bully others Treat others nicely
To eat a good meal every day	Help suggest school dinner ideas Encourage us to eat new foods Teach H&W	Article 24 & 6 – The right to good health	Eat at your food – in a packed lunch or school dinner
To learn every day	Make fun, creative les- sons Challenge us or help us when needed	Article 28 – The right to learn	Listen and try my best every day
To play and relax in different activities	Give us opportunities to play in school	Article 31 – The right to play	Play fairly and nicely Include others
To have our own ideas	Listen to new ideas for activities Make sure everyone is given a chance to talk	Article 12 – The right to say what we think	Listen to others with a positive attitude even when we don't agree Try to compro- mise
To be ourselves	Allow time for person- alisation + choice	Article 29 – The right to develop your person- ality.....respect others	Appreciate that we are all differ- ent and see this as a positive
Signed: <i>Jack</i> <i>Angelo</i> <i>Sky</i> <i>Ethan</i> <i>Elliot</i> <i>Jack</i> <i>Ellie</i> <i>Craig</i> <i>William</i> <i>Amir</i> <i>Sofia</i> <i>Hiba</i> <i>Samartha</i> <i>Conor</i> <i>Jack</i> <i>Neil</i> <i>becki p o</i> <i>Shunna</i> <i>Samartha</i> <i>Conor</i> <i>Jack</i>			

Appendix 2

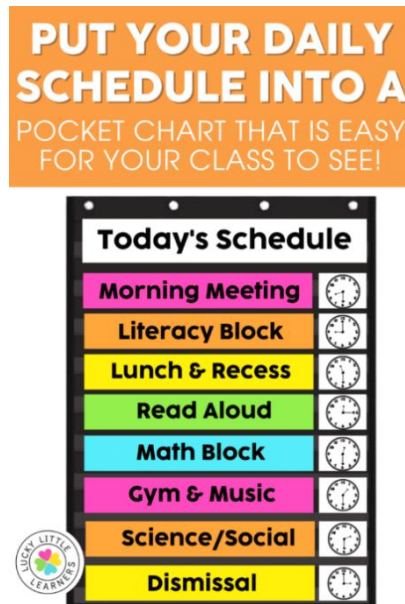
An example of a Calming Corner in the Classroom



Examples of a Daily Schedule or Visual timetable

Appendix 3

An example of a Daily Schedule/Visual timetable



Appendix 4

An example of a Role Model Slide that you can use with the class to show what behaviours you will be looking for in the week. This could be aligned to the school vision and values.



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