

The Attention For Classroom Management In The Intended And Implemented Teacher Education Workplace Curriculum

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Summary

Classroom management (CM) is one of the **core issues** in student teachers' learning. In teacher education, however, this is often **ignored** in the curriculum. This is striking, due to the fact that most student teachers struggle with this competence. This study sets out to investigate the intended and implemented classroom management curriculum for student teachers during their internship, in one Dutch secondary teacher education programme.

A variety of potential CM topics emerges from the literature, but **limited and implicit attention** for CM was found in the written curriculum. For the preferred curriculum, teacher educators recognized CM as essential, considering student teachers' relationship with pupils' as the core of CM. In addition, they stressed **the practical side of CM**: encouraging student teachers to get experience and expanding their repertoire by teaching independently.

As for the implemented curriculum, we found that student teacher were free to choose their research-subject topic. Considering their learning questions a fair amount is related to classroom management.

Method

For analysing the curriculum, a distinction is often made between three representations of the curriculum: the *intended*, *implemented* and *attained* curriculum (Thijs & Van den Akker, 2009). The present study is a first exploration in studying the role of CM during the internship part of the teacher education curriculum, therefore the intended curriculum is the first aspect being analysed. According to Thijs and Van den Akker (2009), the intended curriculum can be divided into two elements: the *ideal (or preferred)* curriculum, which is the 'vision' (rationale or basic philosophy underlying the curriculum), and the *formal 'written'* curriculum (intentions as specified in curricular documents and materials).

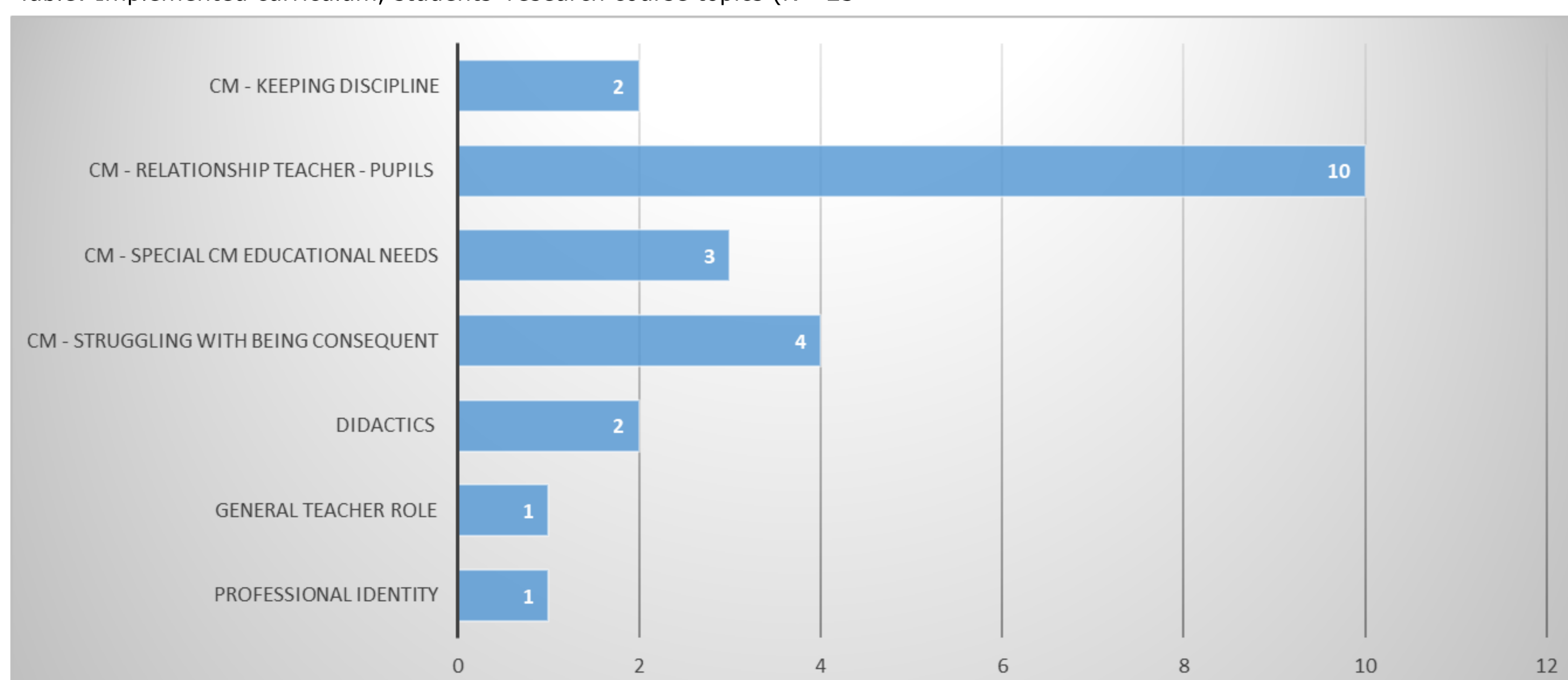
This study is done by analysing curricular documents (written curriculum), by interviewing teacher educators (ideal / preferred curriculum) and by comparing these findings to topics suggested by the Handbook for Research on Classroom Management as seminal literature source (theoretical curriculum). In addition, the first findings of the content of the implemented curriculum will be presented.

Research question

What does the intended school-based part of the curriculum concerning classroom management look like in terms of the intended and implemented curriculum, and how does it compare to the theoretically suggested curriculum content?

Findings	Intended curriculum		
	Theoretical (Literature)	Written (documents)	Ideal (Educators)
Components of CM (Evertson & Weinstein, 2006)	# of topics	# of CM courses	# of educators referring to a sub-category (max. 6)
(1) develop a caring and supportive relationship with and among pupils	2 topics: Teacher-Student interactions and relationships / Skills for communication and interpersonal interaction	1 course in year 1 Content: the interpersonal relationship in the classroom	6 educators Topics: interpersonal skills, relation with pupils and class
(2) organize and implement instruction in ways that optimizes pupils' access to learning	-	1 course in year 2 Content: coaching pupils' learning, learning concepts and processes	1 educator Topic: learning processes
(3) encourage pupils' engagement in academic tasks	-	-	1 educator Topic: subject-pedagogical skills
(4) promote the development of pupils' social skills and self-regulation	4 topics: Preventive Teachers' CM strategies / Teacher Support in Students' Self-Regulated Learning / Integrating social and emotional learning and CM / School-Wide Positive Behavior Support	-	4 educators Topics: SWPBS, mentorship
(5) use appropriate interventions to assist pupils with behaviour problems	4 topics: Bullying prevention and intervention / Strategies for structuring school discipline / Perspectives on CM and Ethics / Student Perceptions of Misbehavior	-	5 educators Topics: classroom and schoolwide rules, problematic pupils' behaviour, steps in handling disruptive behaviour

Table: Implemented curriculum, students' research course topics (N= 23)



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