



# **International Diploma**

## **in**

# **Classroom Management & Psychology for Teachers**

**Without sound classroom skills even the most talented teacher will fail to achieve their teaching goals; this Program shows how implementing modern pro-active practices and classroom structure improves teaching and makes you a more successful teacher.**



This Program teaches how to become an exceptional teacher, to manage classrooms to support, motivate and encourage students, achieve academic improvement and prevent misbehaviour. It is filled with practical advice and strategies for managing classes, student behaviour and psychology, discipline, teaching style, lesson-planning and student safety. It combines the best practices of general and special education for managing students, including those who are culturally diverse and those with special needs.

## **Course Outline**

### **Module 1 - Education, Teaching and the Classroom**

- What education involves, its purpose, teachers and educators, pupils and students
- Classrooms, the teaching environment, classes and forms, features of effective teachers
- Classroom management, skills, techniques, factors which facilitate learning, educational psychology
- Courses of study, curriculum, lesson content, design, plans, syllabuses, learning objectives

### **Module 2 - Building a Classroom Community**

- School and classroom communities, teacher actions and behaviour, valuing students, safety
- Meetings, assemblies, classroom routines, rules and procedures, their aims and importance
- Teacher communication, helping students communicate, supporting students, encouraging participation
- Classroom behaviour, disruptive students, respect and courtesy, building students' trust

### **Module 3 - Maslow's 'Hierarchy of Needs' applied to Education**

- The basis of Maslow's theory, categories of needs, lower and higher order needs
- Students' physiological, and biological needs, their safety/security needs, how teachers might help
- Students' belonging needs, students' self-esteem needs, teacher help, support and activities
- Students' self-actualisation needs, fulfilment and goals, group projects, preparing for learning

### **Module 4 - Student Motivation**

- Motivation, motivations, motivators, how motivation affects learning and behaviour
- Theoretical perspectives of motivation, biological, social and personal motives, aspirations, attitudes
- Intrinsic and extrinsic motivation, incentives and tangible rewards, possible problems
- Praise as a motivator, getting students excited about learning, incentives, creativity, real-life

## **Module 5 - Learning and Memory**

- Learning through perception, visual, auditory and kinesthetic learners
- Cognitive learning skills, cognitive learning processes, attention spans, short and long-term memory
- Mnemonics, improving students' memories, lesson formats, cues and prompts, handouts
- Active reading, retrieval practice, graphic organisers, attracting and holding students' attention

## **Module 6 - Student Engagement**

- Student engagement, reasons to strengthen engagement, methods of encouraging student engagement
- Drawbacks of standardised teaching, why students fail, using a variety of strategies and resources
- Students' participation styles, facilitating learning experiences, problem-solving, critical thinking
- Advancing students through educational stages, the student-teacher-lesson relationship

## **Module 7 - Teacher Styles and Styles of Teaching**

- Dr Grasha's teaching style inventory, advantages and disadvantages of each teacher style
- Different styles of teaching, the right style for a teacher's character, utilising the style best for students
- Hybrid or blended style, differentiated instruction, student-focused differences, co-operative learning
- Passive learning, active or participatory learning, the learning pyramid, theme-based teaching

## **Module 8 - Lesson Planning and Preparation**

- Learning objectives, skills, knowledge and attitudes, learning outcomes, assessing achievements
- Lesson planning, strategies, introduction, activities, student understanding, conclusions, timelines
- Asking pertinent questions, thought-provoking, interrogative, management and rhetorical questions
- Responding effectively to students' answers and questions, psychological aspects of interactions

## **Module 9 - Assessing Students' Work and Performance**

- Academic years, evaluation of students' work, reasons for grading, advantages of assessment
- Grading in practice, fundamentals for teachers to consider, principles of grading, grading criteria
- Marking and checking work, awarding marks, marking schemes, grade equivalences, correction codes
- Commenting on students' work, constructive comments, balance and feedback, queries about grades

## **Module 10 - Classroom Discipline and Disruptive Behaviour**

- Discipline in the classroom, disruptive behaviour, teacher responses to student misbehaviour
- Strategies for behaviour improvement, preventing conflict in classrooms, dominant and silent students
- Disciplinary interventions, avoiding the need for disciplinary steps, reinforcement, sanctions, punishments
- Social skills, teaching and developing social skills, support for teaching staff, inappropriate behaviour

## **Module 11 - Learning Difficulties and Disabilities**

- Types of learning disabilities, indications and symptoms of learning disabilities
- Connecting with children who have trouble learning, actions teachers can take
- Information & communication technology (ICT) in teaching, impacts of ICT, tools, tablets and devices
- Technology and teacher skills, assessing the need for ICT, social media and multimedia in teaching

## **Module 12 - Health and Safety in Educational Establishments**

- Schools as workplaces with employers and employees, their responsibilities, managing risks
- Hazards and risks in school, health and safety, common accidents and injuries, warning signs
- School playground and sports ground safety, supervision, maintenance, pupil behaviour, first aid
- School security, protecting students, staff, school property, health and safety training, off-site activities