

Quality Teaching and Positive Learning Environments



Healthy Schools Forum *Guest Speaker*

Dr Matt Byrne
22nd May 2015



The brief...

- To thrive = Positive learning environment
- Where does classroom management fit in
- Motivation and engagement
- Key tasks to creating a positive learning environment
- A health example
- Questions and Comments

A definition...

“Classroom management involves teacher/staff 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)

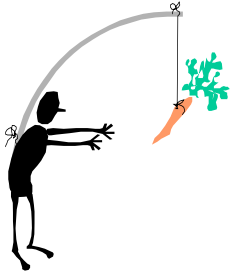


Eric Petersen / The Livingston Enterprise





What is motivation?



- **Motivation** is an internal process that instigates/energises, directs and maintains behaviour over time, and consists of:
 - **Energising/instigating** (gets you going)
 - **direction** (determines what you do, what choices you make)
 - **maintenance** (ensures that activity continues over time)

(McInerney, 2014, p. 209 & Krause, Bochner & Duchesne, p. 262, 2010)

So where does Engagement fit in?

- The behaviours that follow from energy and drive of motivation.
 - Motivation and engagement play a large part in student's interest in and enjoyment of learning.
 - Motivation & Engagement underpins achievement.
- (Martin, 2012)

Key Tasks for a Positive Learning Environment

- Connecting and developing caring relationships with students and high and explicit expectations.
- Organising and structuring instruction that facilitates deep learning that is important to students.
- Assisting students to clarify challenges and problems and respond to their needs.
- Focus on meeting needs – academic & socio-emotional
- Promoting abilities for self-regulation and positive social skills.
- Developing strengths based interventions for vulnerable youth with challenging behaviour.

Food For Learning Research Study

Purpose

Investigate the opportunities provided by the HFFA program to positively impact the schooling experience of students and develop their knowledge and understanding of nutritious foods and physical activity.

Research Team

Dr Matt Byrne, Dr Karen Anderson & Graeme Gower

Advisory Panel

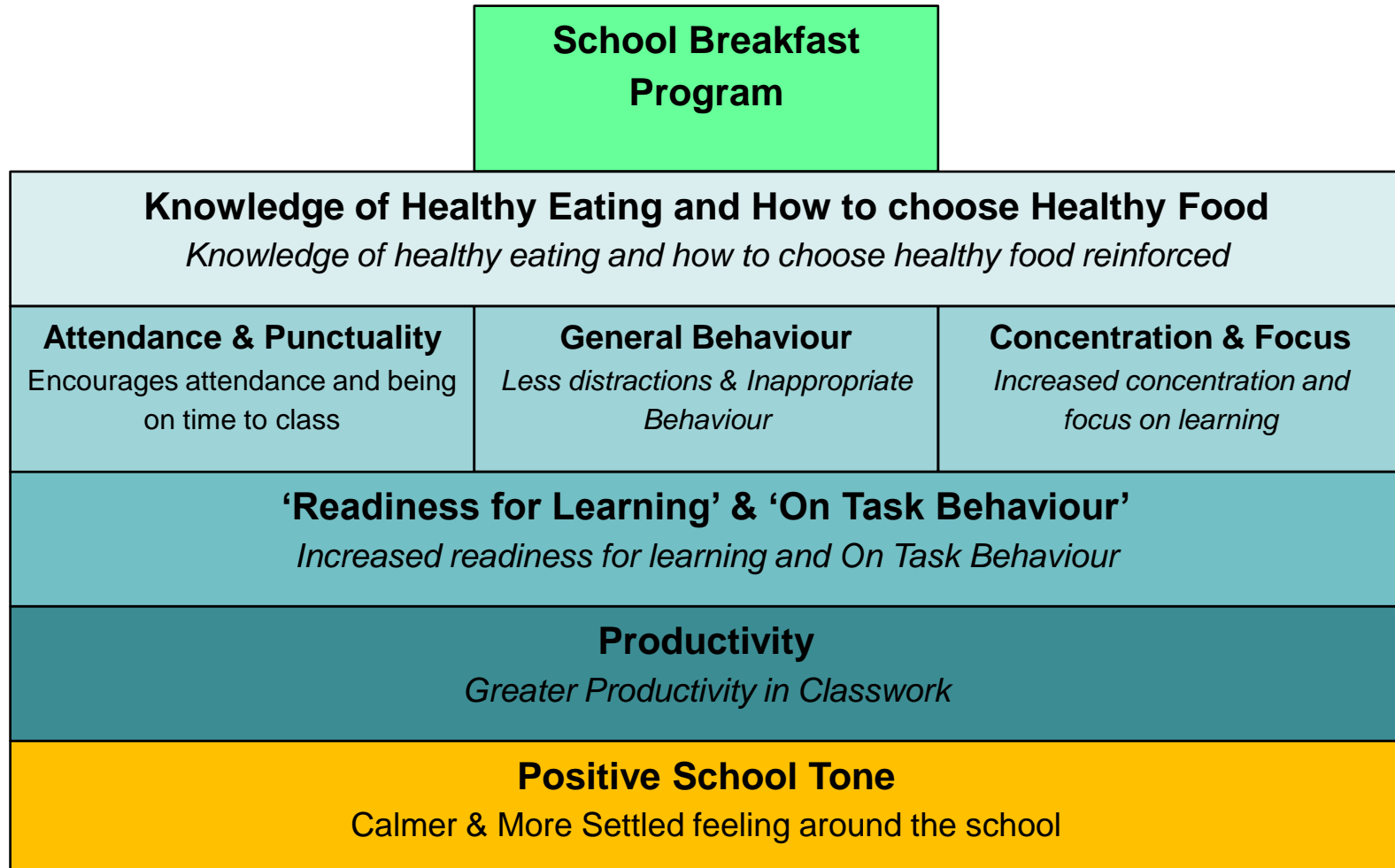
Professor Donna Cross (Telethon Kids Institute), Professor Gary Partington (ECU) & Associate Professor Juli Coffin

Methodology

- Mixed methods approach.
- Set of 5 case studies bounded by a school, its teachers, staff, students and school community.

Quantitative Data	
350 student surveys	over 30 teacher surveys
8 surveys non-teaching staff	school attendance and behaviour data
Qualitative Data	
37 individual interviews with teachers	6 Aboriginal and Islander Education Officers (AIEOs),
111 focus group interviews with students Years 3-12	field notes of observations and interviews with Foodbank staff and presenters.

Findings: SBP Model of Engagement



A time for reflection...

- What has impacted / resonated with you from our time together this morning?
- List a few things.
- Key messages from the session?

Questions & Comments

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