

How can the Behaviour of Students Improve through Effective Classroom Management Methods?

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Abstract

'Overwhelmed' was what I felt when I received the announcement that I would be going through my iPGCE, changing Key Stage and teaching Year 3 students. As a member of staff of an international, academically selective, private primary school, transitioning to teaching a year group I had never taught before caused me huge stress. For over a decade I developed my background in early years education and what I feared the most was the behaviour of 8- and 9-year olds. Unfortunately, I did experience great difficulty in effectively managing the behaviour of my class. Nonetheless, I soon resolved there was one thing I could do: ask for help. The research presented below responds to the challenge and explores the teaching approaches I applied in class which have helped me gain control of my class and thereby to better manage the behaviour of what started as a difficult cohort.

Introduction

This paper presents the findings of a small-scale research project which asked: 'How can the behaviour of the students improve through effective classroom management methods'. The project's main aim was to identify and implement the most effective classroom management techniques in order to better handle the behaviour of my students. Thereafter, I would select those with the most successful implementation to share them with colleagues who could be or would be facing similar classroom management issues.

The reason why I chose this as my research question was that after spending more than a decade working in early years education, something that surprised me whilst teaching Year 3 pupils was the overall behaviour of children between seven and nine years old, or rather my own lack of knowledge regarding how to manage the behaviour of a classroom full of students of this age group. The difference between Year 3 students and their younger counterparts was, for me, unbelievable and unexpected, all of which made me doubt my classroom management skills. Although I am a member of the SLT in my school, and an experienced practitioner, I found myself questioning whether I could find (an) other way(s) to control some of the behaviours in my class. Needless to say, I came to this conclusion through consistent reflection about my teaching practice and about my classroom management practices because

When teachers become reflective practitioners, they move beyond a knowledge base of discrete skills to a stage where they integrate and modify skills to specific contexts, and eventually, to a point where the skills are internalized enabling them to invent new strategies. (Larrivee , 2000, p.294).

I carried out the research using action research (AR) and particularly, classroom action research (CAR) which can be defined as:

Action research is conceptualised as a series of linked enquiries. Just as learning is an ongoing process, which builds and develops from experience and need, so enquiry can transform not just the practice of teachers, but their understanding of that practice and give them a range of tools for reflection and self-evaluation. (Baumfield et al., 2008, p.4).

More specifically, classroom action research is systematic, yet less formal, research conducted by practitioners to inform their action. The goal of CAR is 'to improve your own teaching in your own classroom' (Mettetal, 2012, p.2), which is my end goal after completing this research.

Literature Review

Reflection can be defined as 'the act of critically exploring what you are doing, why you decided to do it, and what its effects have been' (Mertler, 2009, p.13). Self-reflection is what helps me improve myself, and through self-reflection I thought about what I wasn't happy with, more specifically I asked myself what was creating negative feelings in me towards Year 3 teaching. The answer was clear every time and it was the students' behaviour and their attitude. Coming up to Year 3 after spending many years in the early years education was a huge leap for me, and one of my biggest challenges was learning how to manage the classroom because I was not used to working with this age group. I chose to enhance my own classroom management skills by asking the crucial question: 'Are they working?' because 'the main focus of action research is the improvement of classroom practice' (Mertler, 2009, p.21).

When teachers are reflective and critical of their own practice, they use the information they collect and phenomena they observe as a means of facilitating informed, practical decision making. The clear strength of action research is that it is reflective and collaborative and that it can ultimately lead to improvements in educational practice. (Mertler, 2009, p.21).

Moreover:

CAR will help you discover what works best in your own classroom situation. It is a powerful integration of teaching and scholarship that provides a solid basis for instructional decisions. Easily mastered CAR techniques provide insights into teaching that result in continual improvement. (Mettetal, 2002, p.3).

Additionally, through CAR 'teachers are fully involved in conceptualising and in implementing changes rather than being observers who do not wish to disturb the scene' (Baumfield et al., 2008, p. xii). Furthermore, CAR 'can help teachers and student teachers who wish to make changes in their classroom to practice, plan, implement and evaluate these procedures according to the principles of action research' (Baumfield et al., 2008, p. xii).

As a prime object of action research reflection, we must also ask what classroom management is. The literature commonly defines classroom management as 'the actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning' (Evertson and Weinstein, 2006). Classroom management does not only describe behaviour management (Helmke, 2012; Jackson et al., 2013 cited in Seufert et al., 2022, p.3)

but also includes 'arranging the physical environment, establishing and maintaining classroom procedures and creating an environment that supports learning' (Jackson et al., 2013, cited in Seufert et al., 2022, p.3). CM includes 'preventative and reactive strategies to secure and maintain an optimal learning environment' (Jackson et al., 2013, cited in Seufert et al., 2022, p.3).

To begin with, my colleagues and I acknowledged the behavioural problems that Year 3 classes were facing and through the Deputy Headteacher's guidance we made some simple guidelines which we had to follow. To begin with, we explained the situation to the children, specifically that their behaviour was unacceptable and that it was affecting their learning. We then implemented some changes which will be discussed and linked with the literature review in what follows.

Due to the Covid-19 pandemic, the children had to sit with social distancing, making it hard for me to manoeuvre freely between the desks. A simple change in the placement of the desks made the teaching easier since 'desks arrangements must allow the teacher to move around the room quickly and easily' (Reider, 2005, p.15). Moreover, the desks were rearranged not only to accommodate the teacher but also the students as 'carefully assigned seats should be calculated to prevent problems' (Reider, 2005, p.15). Our decision to reorganise the placement of desks also aligned with Landrum et al. (2011) who argued that:

Manipulations where the teacher is located in the room so as to better answer questions or changing the seating arrangement to separate two antagonistic students are simple prevention strategies because the predictors are largely under the teacher's control. (Landrum et al., 2011, p.32).

Landrum et al. (2011) also noted that:

Teachers can prevent certain behaviors by developing routines and arrangements. Teachers have great control over some things, such as the number of students engaging in a task at one time, the procedure for transitioning from one task to another, and the routine for lining up at the door. Still, controlling the environment is a tricky proposition for teachers. (Landrum et al., 2011, p.32).

According to Reider (2005) children should always know what to do; therefore, they should have 'ready to-do activities' if they finish their work earlier so that no time is given as an opportunity for discussion or unacceptable behaviour. She argues 'your entire management plan can fall apart during transition times if children who finish their work either interrupt you for direction or begin playing around (Reider, 2005, p.18). In response to the challenge of keeping children orderly occupied, Reider (2005) discussed tasks lists stating that 'the most simple is to post a list of choices'. She further argued that 'one clever teacher devised a small chart with cards fitted into three slots and called the chart Three silent choices' (Reider, 2005, p.18).

Based on Barbara Reider's (2005) recommendations, I implemented more quick changes in my class. One effective change was writing a list of tasks on the board every morning which I called 'Mentor Time Tasks'. I kept such list of tasks on the board throughout the rest of the day (since the morning) so that the children always know what to do independently.

In her book, Reider (2005) discusses other simple steps for positive classroom management which she calls 'standard procedures' some of which I also implemented with my class. For example, she spoke about lining up outside the class in an 'orderly manner' and entering 'quietly and respectfully' (2005, p.9) which I also encouraged students to do.

Practice and reinforce these first two procedures daily for many days. They will accomplish two tasks for you: They set the tone for the day, and, with constant reinforcement, they lay a groundwork of significance for subsequent standard procedures. (Reider, 2005, p.9).

Reider (2005) also comments on two other behavioural problems which I faced in my class, namely: children constantly talking in the classroom and getting up from seats. Reider (2005) notes that according to standard procedures these can be mitigated by communication to the students that 'there will be times when you may talk quietly to neighbours at your desks and times when no talking is allowed' (2005, p.9) and she also stresses that children 'have to stay seated'. Relatedly Landrum et al. (2011) discuss with hope and optimism three elements of chronic patterns of disruptive behaviour.

Though our optimism is contingent on schools changing how they view and respond to problem behaviour in general: problem behaviour is predictable, problem behaviour is preventable, preventing problem behaviour requires attention to instruction" (Landrum et al., 2011, p.31).

To conclude, through self-reflection I decided that I needed to improve my class management skill. Therefore I have made some changes in the ways I conduct my teaching and the classroom which I will discuss and analyse in this research to determine if I have managed to improve the negative behaviours that initially occurred in my class. Landrum et al. (2011) believe that 'there are no guarantees that any given instructional or management approach will work with a given student' (2022, p.34), however, 'we can predict problem behavior in the classroom; we can manipulate the environment in response to these predictions; and instruction can be used or altered in ways that engage students and ensure success' (Landrum et al., 2011, p.34). Moreover, although all these techniques have been put in place in order to manage the misbehaviour in the class as Reider (2008) notes, consistency in 'up-holding well-defined standard procedures' is the key to the success (Reider, 2008, p.7).

Consistently is, of course, the operative word. As children learn to depend on a constant and stable set of procedures, confusion is reduced. Cooperation evolves, misbehaviour decreases, children learn better, and the teacher finds that the year runs more smoothly. (Reider, 2008, 2005, p. 7).

Lastly, it helps to keep in mind that 'the same routines used to teach and reinforce reading, math, or science concepts can and should be used to teach and promote positive social and classroom behavior' (Landrum et al., 2011, p.34).

Methodology and Research Tools

For this study I will be using AR and more specifically CAR.

AR is conceptualised as a series of linked enquiries. Just as learning is an ongoing process, which builds and develops from experience and need, so enquiry can transform not just the practice of teachers, but their understanding of that practice and give them a range of tools for reflection and self-evaluation. (Baumfield et al., 2008, p. 4).

CAR is a method of finding out what works best in your classroom so that you can improve student learning (Mettetal, 2012, p. 1).

I have chosen CAR because, as defined by Mettetal (2012), CAR directly concerns teachers and focuses specifically on improving classroom dynamics. Furthermore, CAR involves personal reflection and is more informal and personal than formal educational research. In CAR, a teacher 'focuses attention on a problem or question about his or her own classroom' (Mettetal, 2012, p.1). Furthermore, according to Kemmis (2006) AR involves and encourages discussion and planning about important issues (2006, p.471), but also, it 'investigates reality in order to transform it' (Kemmis, 2006, p.471).

Baumfield et al. (2008) notes that

Teachers are often unrecognised innovators and problem-solvers who take the raw materials of the curriculum and recommendations about good practice and adapt them to their personal and professional environments. (Baumfield et al., 2008, p.3).

As a teacher, I identified a problem in my own class, which relates to my students' behaviour and attitude. Because the problem involves my students and my personal classroom management skills, I resolved to find a solution for it. Therefore, in this research project, I focus on how to improve my personal classroom management skills. To evaluate this, I first implemented different techniques and changes designed to enhance my classroom management and to better tackle the behavioural issues of Year 3 students. Once these in place, the specific research question of this project is: Are they working?

Through this research I am aiming to see if by obtaining new or improved classroom management skills the concentration and engagement of my students increased while the amount of interruptions and dispersion decreased thereby enriching both my teaching and Year 3 students' learning.

To conduct this study I used a variety of research tools including: (1) observation logs, (2) focus groups and (3) records of the classroom management system (which is used daily and systematically). Baumfield et al. (2008) notes that the tools a researcher might use do not only refer to observation logs, interviews or focus groups, but that each can 'provides data which operates on more than one level'(p.7), she further argues that:

A pragmatic research tool simultaneously contributes to answering the research question and gives feedback information that enriches the learning and teaching in progress. (Baumfield et al., 2008, p.7).

Following Baumfield et al. (2008) recommendations I selected each of the research tools I use based on whether they could help me create a holistic view of everything and everyone who is involved with my students and to encourage open and honest opinions about how my classroom management could improve, change or help to counteract the difficult behaviour of my students.

Observation Logs

The first research tool I will discuss are observation logs. According to Yin (2013) 'observations can focus on human actions, physical environments, or real-world events' (p.11). Moreover, 'observations can range from formal to casual data collection activities' (Yin, 2013, p. 165-190). In addition, a fieldworker may try to assess the occurrence of certain types of behaviours during certain periods of time in the field. This can involve observations of meetings, sidewalk activities, factory work, classrooms and the like (Yin, 2013). For the small-scale research in this study the observation logs were carried anonymously by four colleagues who teach the specific classroom.

ClassDojo Management System

The second research tool used to improve behaviour in my class was a classroom management tool called 'Class Dojo'. This tool is used by teachers to provide students with 'encouragement for any skill or value — whether it's working hard, being kind, helping others or something else' ([ClassDojo](#), accessed 13 February 2022). Gillham (2010) believes that this method of collecting data is a method which involves counting and measuring (p. 9), and carries on to note that 'quantitative data and its analysis can add to the overall picture, providing they are not too complex, there is something distinctly clarifying about numbers' (Gillham, 2010, p. 80). Using the Class Dojo system, I recorded at the end of every week the total points accumulated by each of my sixteen students in order to track whether their behaviour was improving or deteriorating.

Focus Groups

The third tool used in this research were focus groups.

Data collected in focus group sessions typically consist of tape-recorded group discussions among four to ten participants who share their thoughts and experiences on a set of topics selected by the researcher. (Morgan and Spanish, 1984, p.252).

For this study focus groups were carried out once a week with same group of staff members who conducted the observation logs in the given Year 3 classroom. Morgan and Spanish (1984) state that

Although we argue for the utility of focus groups as a unique and independent form of data collection, we are particularly impressed with what they can add to other qualitative or quantitative data collection strategies. (Morgan and Spanish, 1984, p.252).

Moreover, focus groups provide an opportunity to encourage triangulation, as 'the idea of approaching any problem through multiple methods is one that most of us 'honor in the breach' (Morgan and Spanish, 1984, p.252). For Gillham (2000), 'triangulation is when an approach is studied through different standpoints' (p.13). Furthermore, multiple viewpoints allow for greater accuracy and a clearer and more precise picture is then generated (Gillham, 2000, p.13).

This study used both qualitative and quantitative data, therefore allowing triangulation to take place. Qualitative data was collected by interviewing members of staff using semi

structured interviews because according to Gillham (2000) although interviews are 'extremely time consuming' they provide a 'richness' of communication (p.62).

Research Ethics

An often overlooked aspect of research design is the careful consideration of the ethics underlying the research.

This study carefully thought about the ethical implications of the method used and abided by scholarly guidelines on the subject. Specifically, participants who took part in the focus groups and in carrying out observation logs signed a consent form to participate in the research for this study. Participants were informed that any information gathered from their focus groups and observations would be confidential and anonymous. Participants were given enough information to understand what the research for this study was for before deciding whether they would like to take part or not. Participants were reassured that they were not being deceived in any way and that there would not be any misinterpretation whatsoever. When the research finished, I debriefed all the participants, gave them any further information they would like and we discussed the outcomes. It was also made clear to all participants that they have the right to withdraw from the research at any time that they feel they want to. If they decided to withdraw, their data would be destroyed.

Analysis and Discussion

When I started putting the new behavioural rules in place in my class, I was not sure if these would work. Initially, a team of us started off by identifying the problem. The Grade 3 children were showing behavioural/ disciplinary issues in both classes (two form entry). The next step was to discuss the new rules and procedures of the Year 3 class with the members of staff who would be involved in this research project. After informing them of the new procedures and the research methods which I planned to use, they were all asked to give their written consent and were happy to be a part of this project.

The focus groups which took part once a week went well, and all participants shared their views about how the class responded to the new procedures. In the first focus group meeting that took place (which was at the end of the first week) all the members of staff had noticed a difference in the behaviour of the children and made comments such as 'they are really going for the points!' (Class Dojo), 'I am getting through so much more material!' . All members of staff seemed happier with the students and their focus in class. This was a positive difference since they noted, the children were 'calmer'.

In the second focus group meeting, and after each member of staff had more interaction with my class, focus group participants made comments such as 'they're not interrupting as much', 'they are working on their given task and are focused on it', and 'lots of hands are being raised'. It seemed that all the new procedures that were put in place were making a difference and the children's attitude towards learning had changed since they kept coming and telling me how much they enjoy the lessons now, and how much more they feel that they are learning.

During the third and fourth focus group meetings, the members of staff who were involved in this project and with my class noted that 'every day the children are making progress as a class', that 'their attitude towards their teachers is better', that 'more and more hands are being raised and more children want to participate in the lesson'. The math teacher noted 'they enter the classroom quietly and sit and take a minute to calm themselves down and to listen to the music in the background'. Another teacher said:

They stop and listen to each other. Yes, there is some interrupting going on by specific children, however, there is no comparison with how they were and how they are now. They (most of them) give each other a chance to speak and they take pride in their work. (Focus group participant).

Through the focus groups, we did, however, mention a specific group of children who were finding it hard to adapt to the new class rules and during every lesson this small group of children did not follow the rules at least once. During the focus groups we also all noticed that on Monday's the students needed some time to get back into our routine after the weekend, and that Wednesdays and Thursdays were their best days in following the new classroom rules. Lastly, we all agreed that our new class rules had to continue and had to be implemented for longer as we, teachers, perceived there were less interruptions and felt that we got more work done thanks to the new rules. The children seemed and said that they were happier too. As teachers we agreed we needed to be consistent, 'we all had to be on the same side, since we still had a large portion of the curriculum to cover!'

Observation logs were another tool used to conduct this research (appendix image A.2). The colleagues who completed the observation logs for this study were: the music teacher, maths teacher, art teacher and the PSHE teacher. Each of them teaching my class had to complete an observation log after a lesson (three times a week for four weeks). On the observation logs, my colleagues had to evaluate three tasks. The first was to identify whether each of the four new behavioural strategies were carried out successfully, if there was someone who created problems or who did not follow the new rules assigned as new behavioural strategies, and finally, my colleagues had a space to comment about each of the behavioural strategies which had been introduced. Below, I will go through the findings derived from the observation logs.

During the first week, although the students knew about the new behaviour rules of our class, they still found it difficult to concentrate on their given tasks as some were distracted continuously, did not raise their hand in order to talk, shouted out an answer or commented without permission. They did, however, line up outside the classroom after recess in a sensible manner and entered the classroom when calm and ready. In the 'comments' section of the observation logs, I noticed a repetition of the same names of students from all the teachers who took part in this research. During the second week, the students became a lot better in all areas observed and positive comments were made by the colleagues who took part in the research, but also by colleagues who looked after the class during recess, or who had just noticed happier Year 3 teachers! Some of the comments made on the observation log sheets were '...was so much better in controlling himself and not shouting out', '...they all focused on task and did not get distracted; however, work was continuously set and they had no time to waste'.

Based on my colleagues comments it became obvious that the more tasks the students had and the clearer the tasks were set out, the less disruption there was. During the third week, we all noticed a slight drop in behaviour, although it still improved. A possible reason for this could be that the specific week was a short week because of the half term holiday also because that week there were also carnival celebrations. The fourth week of the research project ended up being a celebratory week, where all the members of staff who took part in the research wrote particularly pleasant comments such as ‘the difference in their behaviour is amazing’, ‘I am getting so much more out of the lesson’, ‘... has been focusing a lot more during lesson time’. Despite the great enthusiasm and positive comments that the teachers felt, during every week the names of the same children were written in the ‘comments’ section. These were the children who had not been able to adapt to the new behavioural rules of the classroom yet.

The third and final tool used was the classroom management system Class Dojo (appendix image A.1). I had this system on display throughout the day and throughout each lesson so that all members of staff could use it to add points. During the four weeks of this intervention, each member of staff could give a point to each child regarding positive behaviours such as: helping others, lining up quietly, not interrupting, working on task, and raising their hand. The ClassDojo reward system designed specifically for this research project focused only on these five student behavioural objectives. Image 1 presents an example of the new behaviours introduced and measured through the Class Dojo System.

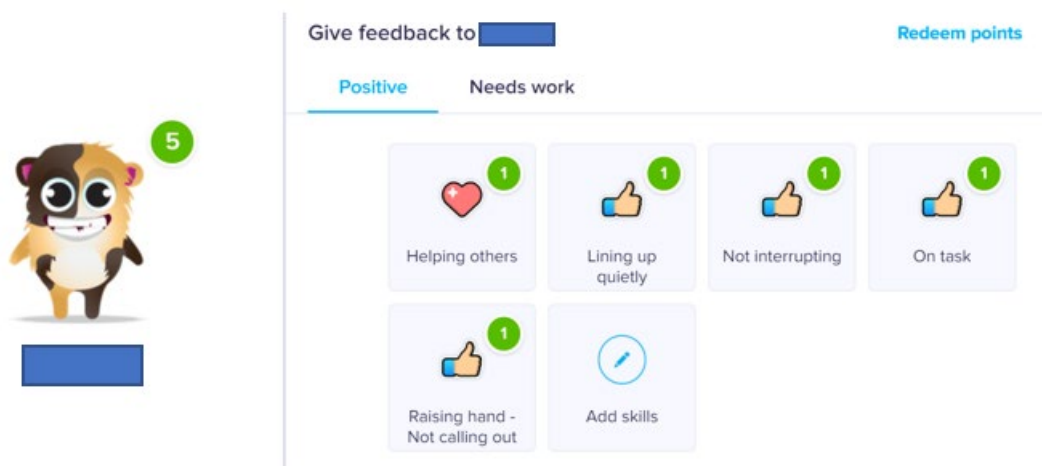


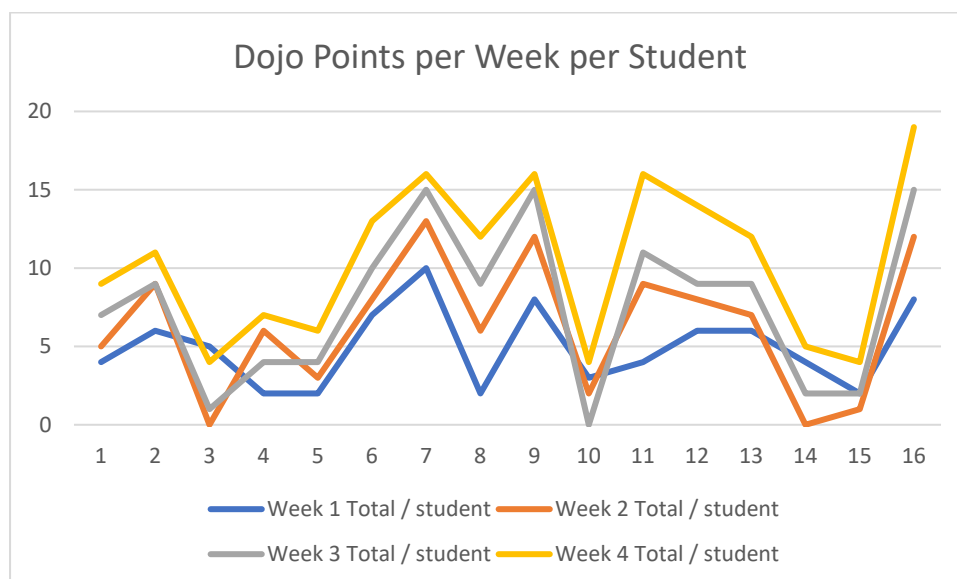
Image 1: Class Dojo Reward System

Table 1 demonstrates the total points per week each student got. Equivalently, Graph 1 represents the information found in Table in a graphical visual format. The 16 students in the class are represented on the horizontal axis of Graph 1 while their respective points are given by the vertical axis. The blue line depicts the pattern of student points earned in week one, the orange line those of week two, the grey line the student scores in week three and those of week four are given represented through the yellow line. Looking at Graph 1 it is clearly seen that it demonstrates the improvement of students behaviours week by week (for most students each coloured line is above the prior week one). Additionally, for most students the

highest line was the yellow line which represents the line of points earned by students in the fourth week.

Students	Week 1 Total / student	Week 2 Total / student	Week 3 Total / student	Week 4 Total / student
1	4	5	7	9
2	6	9	9	11
3	5	0	1	4
4	2	6	4	7
5	2	3	4	6
6	7	8	10	13
7	10	13	15	16
8	2	6	9	12
9	8	12	15	16
10	3	2	0	4
11	4	9	11	16
12	6	8	9	14
13	6	7	9	12
14	4	0	2	5
15	2	1	2	4
16	8	12	15	19
TOTAL	79	101	122	168

Table 1: Total ClassDojo points for each student per week.



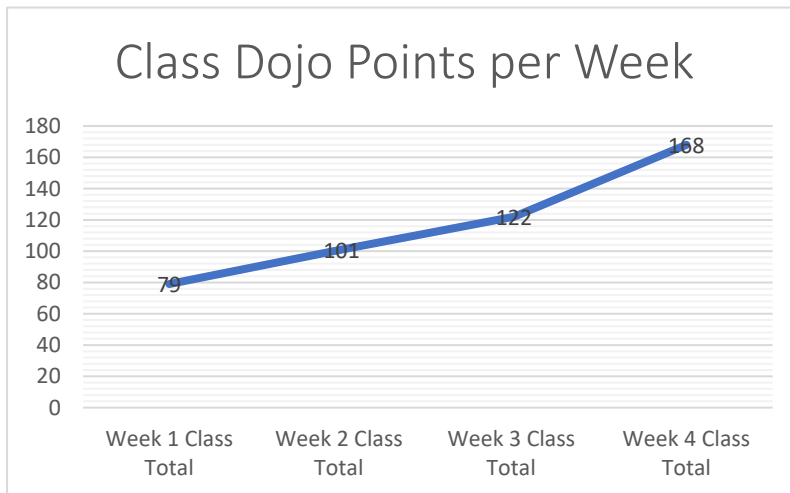
Graph 1: ClassDojo Reward System students' points per week.

Graph 1 also reveals the small number of students who found it harder than other to comply with the new behavioural rules of the class. From Graph 1 and Table 1 above, we notice that although, as a whole, the class did better each week, a small number of students got less points on week three. A reason for this may be that during week three the children celebrated carnival day (a day in which, by tradition before Easter, they come to school dressed up in carnival costumes). Week three was also a shorter week because our school closed for half term. Despite this, during week four, the children returned and by the end of the week, they

managed to gain the most points, as we can see from the Table 2, and more visually, through the line graph below (Graph 2).

Week 1 Class Total	Week 2 Class Total	Week 3 Class Total	Week 4 Class Total
79	101	122	168

Table 2: Total ClassDojo points for the whole class per week.



Graph 2: Total number of ClassDojo points for the whole class per week.

As we have seen through the different tools used throughout the four weeks this research lasted, an improvement in the students' behaviour was clearly noticeable. We also understood from the observation logs which were recorded at the beginning of the week, that the students needed a couple of days after each weekend to settle back into their new behavioural routine. Moreover, through the ClassDojo point system, we saw that a small number of students got a small number of points each week and these were the students who were also mentioned on the observation logs as 'not always following the class routines'. Moreover, the behaviour of the class greatly improved. By occasionally asking for students feedback we noticed they reported feeling 'happier in class' and 'like they are getting a lot more out of each lesson due to the smaller number of constant interruptions'.

Conclusion

From the beginning of the second term I have been self-reflecting and thinking of ways which I could help myself with my classroom management techniques as I acknowledged that there was a behavioural problem in my class, and I was probably not managing the classroom correctly. Seeking advice, identifying the problem, and aiming at fixing it through the classroom changes that this research helped to evaluate has not only helped me in my own teaching challenges but has also helped my students in so many ways. As Landrum et al. (2011) point out, through this research, I have found that

There is no shortage of interventions touted as best practice in dealing with difficult behavior, but no single strategy or program has been demonstrated to be effective with

all individuals and all types of challenging behaviors in our schools and communities. (Landrum, 2011, p.32).

Throughout the period of this research, I have implemented many changes to my classroom management techniques, some smaller than others, but as a bouquet of strategies, they have proven to work.

Among the difficulties faced throughout this research was keeping track of the points the students earned each day which was hard because sometimes I prioritised good delivery of the lesson rather than keeping track of students Dojo reward system scores. Moving forward, it would be wise to conduct research on: why was this Year 3 cohort's behaviour standing out negatively, how can the children who made the least improvement be helped, and about where does PSHE come into the picture.

The most important part of this research is its consistency and perseverance now and into the future. It is sharing the strategies used with colleagues, sharing the results as evidence, and most of all, maintaining these strategies for students to achieve more from each lesson and for teachers to enjoy and fulfil their teaching roles to a greater extent. Although this research took place for a short period of time, as the class teacher, together with my colleagues, we maintained the strategies that were put in place during this study. Every Friday, we had a visit from the Deputy Headteacher who rewarded the students who managed to achieve their weekly behavioural goals with the special Deputy Headteacher Award and also rewarded the children who maintained their Deputy Headteacher Award (appendix image A.3).

Through this research I have been helped as an educationalist to ask myself a question and answer it through multiple channels and methods. As Kemmis (2006) notes 'practitioner research and action research have the capacity to open communicative spaces in which 'the way things are' is open to question and exploration' (p.474). This research has helped me control the behaviour of my students, have more positive feelings regarding my class, and feel more passionate about my teaching.

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Appendix

Image A.1 – Classroom Management System (ClassDojo) – Week 1 (18.02.22)

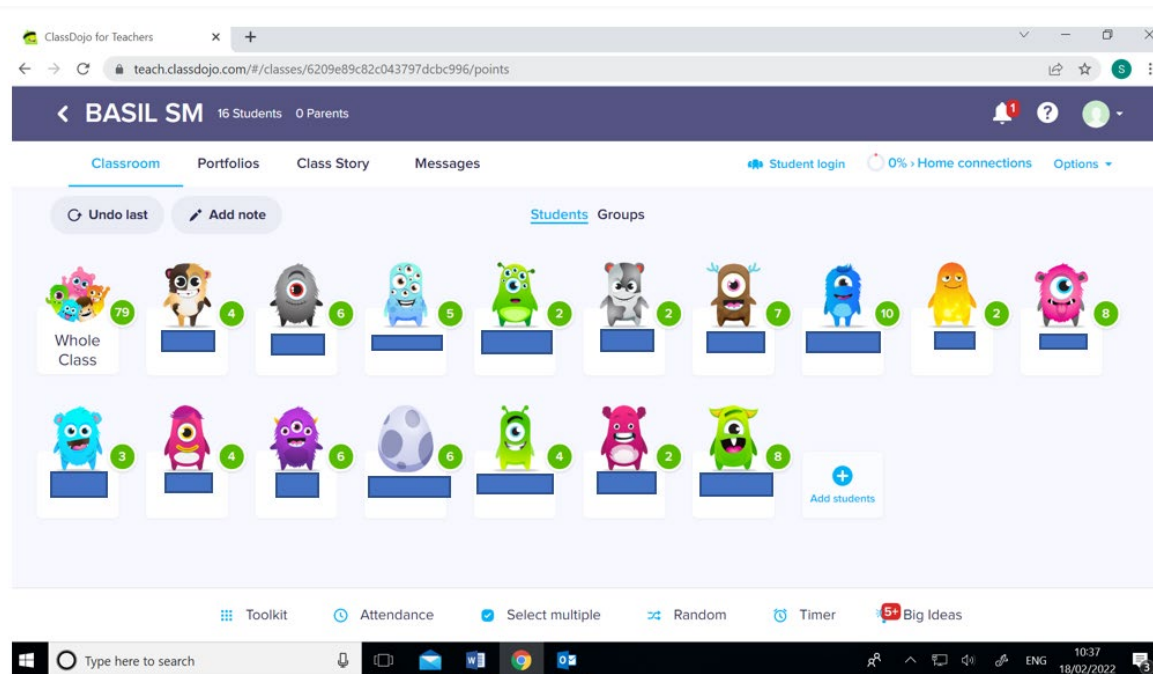


Image A.2 – Observation Log Sheet

Observation log – Week 1			
Lesson:			
Date:			
	Was this carried out successfully?	Was there someone in particular who created behavioural problems?	Comments
Line up outside the classroom quietly and calmly			

Raising their hand – not shouting out answers/comments			
Working on the given task			
Helping others			

Image A.3 – Deputy Headteacher Award and Maintaining Good Behaviour Sticker

