



DESIGNING EFFECTIVE CLASSROOM MANAGEMENT: The Classroom Strategies Series

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During my reading of this book I identified that this book is most suited to support upper and Primary and Secondary classroom teachers.

The initial reaction to Chapter 1 was 'dry' due to the focus on research and theory; however this did establish the justification and reasons for a sequential and structured approach to classroom management. The strong connection to using data to inform the teacher as to what is happening in their classroom and for monitoring the success of management structures was excellent.

Throughout the book the chapters linked directly, in a systematic and logical order. The focus was on being productive and positive, with the purpose clearly to facilitate student learning. The indirect link to the restorative practices approach complements the need for teachers to be proactive within their classroom and be prepared to teach the expectations, rules and routines of their classroom. The approaches, strategies, explanations, examples and templates gave explicit guidelines for classroom teachers to implement the management concepts suggested throughout each chapter. The strategies could be implemented not only at the beginning of a school year, but also at the beginning of a new term/semester.

Although all the school-based examples were taken from American schools, I feel that teachers could easily relate to most of the behavioural situations and issues that confront all teachers on a regular basis. The examples cited were relevant and explicit. Some of the ideas or suggestions may not be directly suitable for all Australian teachers, thus becoming more dependent on the age group of the students. This could also be said for the templates. Individual teachers would easily be able to adapt these to suit specific students in their own classrooms.

The book is definitely focused on supporting a classroom teacher or a team of teachers to create an engaging, well-managed and structured learning environment. It would also support leadership teams in establishing/modifying school-based classroom management programs which would allow for a more consistent approach across a whole school.