



Robinson, D. (Ed.). (2019). *Classroom behaviour management in further, adult and vocational education*. Bloomsbury Academic.

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I remember the days before my first teaching assignment in higher education four years ago, I obtained permission from some of my teacher friends to sit through their lessons, mainly to observe the way they engage their students and also how they managed their classroom. Having completed my Masters in Education, I thought it would be better to see and feel the classroom for myself. I visited classes taught by four different teachers in higher education and it was an eye-opening experience as they adopted their own ways of managing students in their classrooms. The first teacher used humour to drastic effect, engaging students and linking stories to learning outcomes and time went by very quickly. However, there was a student who was an hour late to class and the lecturer took every opportunity for the remaining time he had to remind her of her tardiness and lack of respect. Oh, the irony. In another one of my visits to another teacher's class, the stance taken was strict and firm. Having set ground rules on the first lesson, he firmly denied entry into the classroom for a student who had stepped in 45 minutes late. One other lecturer didn't care too much about what the class was doing and taught to a group of "interested" students while another lecturer cared a little too much about what each student was doing which affected his delivery.

Classroom behaviour management in further, adult and vocational education, edited by Denise Robinson had caught my attention when it was first introduced to me. I had admittedly, not read much on classroom management and solely relied on my own experience as well as having peers sit in my class to provide feedback to manage the students' behaviours. Robinson's book provided insight of classroom behaviour management across the spectrum of post-secondary education levels where lecturers potentially have less authority due to the smaller gap in age difference between teacher and students and in some cases, where students are older than the teacher. As much as the book is meant to provide teachers with strategies to combat disruptive students and understand student behaviour in the

classroom, it works very well for education administrators in higher education for formulating code of conducts for both teachers and students.

The book starts off with a review of the term "classroom management" and explores a few definitions under different contexts. The main takeaway from this chapter is to reflect on one's classroom management style and whether it has taken away from the students' learning experience. In the strictest understanding of the term, it could be ensuring all students are not meddling with other devices while the lecture is ongoing and perceived to be paying attention. If that is the main goal of the lesson, then much time will be devoted to disciplining students while ensuring order is in place. It was quite stark that the author issues a warning for teachers to not be classroom managers and left much food for thought on one own's classroom management philosophy.

Each chapter of the book focuses on different unique behaviours and the inevitable disruption that a teacher might potentially encounter and just like the first chapter, case studies and scenarios are provided with the results recorded. I personally found chapter 7 extremely helpful, considering the number of strategies that are provided there which helps one to formulate a positive classroom environment that helps to elicit positive classroom behaviour from the students. What I also enjoyed about this book, is that it does not read as overly prescriptive but allows one to be influenced by the words of the author and then reflect on some questions at the end of each chapter. I found the reflection exercises beneficial in my reflection as a teacher and would suggest this as an exercise to complete after one or two terms of teaching. Even though some parts of the book are slightly harder to digest, especially the parts where it delves into the different philosophical views of understanding classroom behaviour and how to manage them, it is nonetheless a useful resource for both teachers and educational administrators in higher education.

All teachers, experienced or inexperienced, should consider picking this book up and have a go. Prioritise the chapters that are most relevant and leave the rest for later. Surely, the contents of this book will cause teachers to ponder the way the classroom is managed and whether as a teacher, does one teach to serve their students, or to be served as an all-knowing sage.

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