

Classroom Management Philosophy

Emily Gill

University of Mary

Introduction

According to Wong and Wong, “the effective teacher is proactive, rather than reactive, has a management plan with comprehensive classroom and instructional procedures, creates a classroom culture that is consistent, coherent, and continuous, and gives students every opportunity to take responsibility for their learning.” (Wong and Wong, 2018) When I become an educator, I will work endlessly to be and do all these things for my students. All four of those goals will be intertwined into how I run my class. Having a classroom management plan will be my lifeline when it comes to being an effective teacher. It will allow me to have good classroom policies, useful classroom procedures, and powerful discipline measures.

Classroom Policies

By having clear expectations for the students and consistent routines, the students will know what to expect from me and what I expect of them each day. In my opinion, it is important to start your morning off on the right note, not only for me but for my students. Due to this, I want to focus on inviting my students to learn and be present when they get to school. One of the ways I can do this is through a morning greeting. A morning greeting from the teacher can be a great way to welcome students as they come in for the day and to check in with them to see how they are doing. It can be as simple as students’ holding up a number on their hand to show me what kind of a greeting they would prefer or how their morning is going. (Appendix A) I can also use this as a way to learn their names quickly at the start of the year. Wyatt-Ross explains that “Students feel valued and acknowledged when teachers and other school-related adults take the time to learn their names.” (Wyatt-Ross, 2018) By learning their names, I am showing them respect and working on strong relationships with each student.

Another few general policies I plan to implement pertain to the completion of homework, respect for other students, teachers, and classroom properties, how to complete bell work, celebration of birthdays, and when to raise their hands. I made a classroom expectations sheet for the students to reference as a reminder throughout the year. It will be posted in various places around the room. (Appendix B) In my opinion, the expectations also need to be short and sweet, so they are easy to remember. As for bell work, directions will be on the board at the start of every day and this will become a routine for the class after the first week of school. Birthday celebrations will be discussed at the beginning of the year. The class will follow the school's policies and students will be allowed to bring in a treat if approved beforehand. Along with the classroom policies, procedures are another important aspect to creating an effective classroom plan.

Classroom Procedures

One classroom procedure I plan on using is the countdown method. In past summers when I have worked with elementary-age students, we use this method but with a little twist. The teacher at the time says, "One, two, three, eyes on me." and the students immediately reply, "One, two, eyes on you." After this, the teacher waits until everyone is quiet with their eyes on him/her. It may take a few repetitions before you have the classes attention, but it is effective. From my experience, this works well because you not only quieted the class, but also have their full attention. I have created a poster explaining this procedure so my students can reference it in the first week of school or if they have forgotten. (Appendix C) Wong and Wong later states that "Classroom practices and procedures must be predictable and consistent." Regular use of this attention getter should improve their response rate and I will be able to get their attention more quickly.

Another classroom procedure I plan on using is found in Kagan cooperative learning structures by the name of “Show Me!” (Kagan, 2013) It is a way for me to check how each one of my students is doing in a subject without talking to each of them individually. I would ask the class a question or problem and they would respond on their whiteboards. When I ask them to show me, I am able to see who understands the material and who is struggling. Based on their answers I can choose to either go over more examples as a class or move to the next topic. Using the Show Me method requires all of the students to take responsibility in their learning because they can’t rely on others for an answer. They have to show me they know how to solve a problem on their own. Procedures and Policies only work if the class is under control and this can only happen through the use of disciplinary measures.

Discipline

I think it is very important to have firm classroom expectations and consequences. These should be posted throughout the room so students and you can reference them. Doing so ensures that the students know what is expected of them and how to correct their behavior if asked to.

A few disciplinary measures I plan to use in my classroom are a desk tap, verbal warning, and a five-minute break. These measures would be used for minor infractions such as talking to a neighbor, running in the hallway, or not staying on task. I could use the method of tapping on desks when I need to refocus students without distracting the entire class. It is an effective way of letting a student know they need to refocus without calling attention to them or distracting other students from my lesson or their work time. A verbal warning can be used when the class is getting too loud or when I catch a student running in the hall. It is a more direct way to get their attention, help them understand why they received a warning, and how

I expect them to change their behavior in the future. For example, if I catch a student running in the hall, I will ask them to go back and walk to prove they know how to follow the rules. And if the first two measures fail, I prefer to use the five-minute strategy when disciplining. If a student continues to misbehave, the teacher can give them a five-minute break. This results in five minutes at the next free time or recess that the child needs to sit out. The five minutes will either be spent on make-up work or simply to miss out on the fun time. If the student cannot participate respectfully in classroom time, then the student has to give up some of their "free" time as a repercussion. Overall, I think these strategies will help me be a successful educator who can discipline effectively.

Conclusion

In conclusion, by using a classroom management plan I will hopefully become an effective teacher who can help her students thrive. I can accomplish this by having stellar classroom policies that will assist me in directing the class and creating organization. My classroom procedures will help me accomplish consistency and regularity in my classroom. Both are important components of a welcoming classroom. And lastly, my discipline methods will help me keep student's behavior respectful and foster learning in the classroom.

References

- Kagan, S. (2013). *Kagan cooperative learning structures*. San Clemente, CA: Kagan publishing.
- Wong, H. K., & Wong, R. T. (2018). *The first days of school: How to be an effective teacher* (K. Sturak, Ed.). Harry K Wong Publications, Inc.
- Wyatt-Ross, J. (2018, June 28). A Classroom Where Everyone Feels Welcome. Retrieved June 26, 2020, from <https://www.edutopia.org/article/classroom-where-everyone-feels-welcome>

Appendix

A.



B.



C.

