Cate Zebroski

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Classroom Management Philosophy

Dr. Lamb

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ABSTRACT

 Classroom management is essential to any successful teacher’s classroom. A teacher’s job is to create an environment for learning and classroom management techniques are the tools to create a functioning classroom for the benefit of the students. For students to be successful in my classroom I see the necessity to create consistent procedures, development of self-regulation, and personal relationships for my students.

It is sometimes said that “if you can’t do, teach.” Teaching, instead, should be viewed as something that is done at all times. Everyone is teaching or being taught in every moment by themselves, other people, or their surroundings. While studying to be a classroom educator, it is understood that there is a separation between classroom education and everyday, everywhere education. Classroom management is one of the essential tools that separates teaching inside and outside of the classroom. In a classroom, intentional actions and features must be in place to create a positive learning environment. Numerous techniques apply to the title of classroom management, but each technique must be truly owned by each teacher for it and the entire function of the classroom to be successful. The three main techniques of classroom management I hope to master and I see as essential are; creating consistent procedures, development of self-regulation, and personal relationships.

Procedures are necessary to establish at the beginning of the year to ensure that stability and consistency. Marzano states that classrooms with rules and procedures are 28% less disrupted (Lamb, 5&6). Procedures create a guide for how the classroom and class should function during transitions, using specific materials, during group and seatwork, and at the beginning and end of the day. Procedures define specific expected behaviors instead of stating what students should and should not do as rules do. As Dr. Harry Wong suggests in *The Effective Teacher*, teachers should not just create procedures, but give students opportunities to practice them. If a student forgets or chooses not to participate in a procedure properly, a teacher can simply ask, tell, and show the student the procedure as suggested by Dr. Harry Wong (p. 15). By doing this, students are set for successful behaviors in the classroom.

The second classroom management technique I will use in my classroom is self-regulation. Instead of simply enforcing rules and procedures in my classroom, I will be sure to create an environment where my students can make choices. *Love and Logic* states that teachers should “share the control, share the thinking, balance consequences with empathy, and maintain self-concept” in their classrooms (p. 26). By making choices, students will have a sense of responsibility and obligation to uphold procedures and expectations.

In correcting behavior, I plan to guide students to correct their behavior, but most importantly prevent it from reoccurring. An article describing Assertive Discipline states that self-regulation can help assure that students are not just avoiding negative consequences, but are learning self-discipline (lannimasz.com, p. 59). At the beginning of the year, a teacher may have to redirect students to the set procedures and expectations, but the goal would be to have each student self-regulating their behaviors and individual goals.

As mentioned previously, letting students make choices in the classroom can create a sense of responsibility, so to can building a trusting relationship between students and teacher. Discipline and classroom management can be the foundation for a relationship as mentioned in *Love and Logic*: “discipline involves building students up so they feel capable” (p. 64). Establishing self-efficacy and a positive self-concept within a child will greatly diminish disruptions in the classroom. A relationship builds responsibility within the child as mentioned previously, but also within the teacher. As relationships build, teachers must use their knowledge of the student gained through respect, to plan instruction and assessment. A relationship between a student and teacher should never be sought only for classroom management benefits, but because of the pure dignity of each student.

Each moment in the classroom should be used as a moment to teach whether it is content knowledge, discipline, self-regulation, or maintaining healthy relationships. The classroom is a place for intentional guided learning for the students. Classroom management techniques will continue to be a place for new learning for me as a teacher. Although a classroom will not be consistent every day, week, quarter, or year, the tools of classroom management will help maintain and sustain the classroom to a place of rest and peace where students can truly learn.

REFERENCES

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