

Personal Classroom Management Philosophy

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Classroom management is such an important part in the day to day life of a teacher. In my opinion, being a great teacher and manager of the classroom means that you come to the classroom prepared and organized, you present well written and clear cut goals, engage students in a variety of ways that supports their learning, and you develop relationships with your students that makes each and every one of them feel important and special (Great Schools, 2014). There are many techniques that you can use in the classroom to guide your students. For this paper I will use a few different techniques and styles, ones that I think are important in how I plan on being an effective classroom teacher.

The first technique that I really enjoyed learning about and applying is the Love and Logic strategy. I really like the idea of holding the student responsible for their actions but doing so by allowing them to figure out the best way that they can handle their situation. This means if the student is angry and frustrated, you aren't engaging them in a power struggle. I like the idea of setting up clear cut rules so that the students aren't surprised by any disciplinary action that may occur if they break one them, but with Love and Logic you don't have to lay out each consequence for the broken rule. This becomes a way to deal with the students on an individual basis and presenting the best action for that particular student. A good technique is teaching the class how to express themselves if they think a disciplinary action is not fair by stating to the teacher "I'm not sure that's fair". This really opens the lines of communication between teacher and student. They can present why they may think something is unfair and as their teacher you also get a chance to explain your side of things and hopefully in the end can come to a compromise that works for the both of you. I think it is so important to teach students how to

openly communicate their feelings and it can be a tool that can be used for the rest of their lives. It allows the student to take part in the decision making process and this is something that will stay with them for a long time. As a person that doesn't deal well with anger, I think this classroom management strategy is something that I will use in my classroom. I like the idea of giving the students a voice. I feel if a student is going to act out or break a rule, they must have a reason for it and hearing them out instead of not listening is going to help them more in the long run. It allows that student to take a look at their actions and see why they were not in line with the rules set by the teacher. I like the idea of using a slip-up to set an example and teach the student. Sometimes we learn more from our mistakes than we do from doing everything perfectly. Love and Logic is really setting up children to excel and learn how to make decisions for themselves (*Teaching with Love and Logic*, 1995).

Another classroom management process that I enjoyed and will use in my future classroom is the Harry Wong method. The biggest takeaway I learned from him is procedure, procedure, procedure. Preparing your class and following the same routine day after day sets a structure for them to follow. This way, even if you have a substitute in the classroom, the students know their expectations and what they are supposed to be working on. I like the idea of having organization in my classroom. I like the idea that the students know what to expect day after day. What I learned in practicum was that the morning and right before class ends can be the hardest parts of the day to maintain a student's concentration level. My practicum teacher would have the students drop their things off at the hooks outside of the door and they then knew once they were done, they were to go into the classroom and sign up for the lunch meal they wanted and then were to sit quietly at the carpet. They were allowed to talk quietly to one

another or read a book but that was all that was allowed. It was wonderful to see, day after day, how effectively this worked. It started the day on a quiet note but the consistency and routine was something that the students knew and followed. It was amazing to me that they never had to be asked, they knew their job. Sometimes they needed a gentle reminder but all the teacher had to say was, “what is your job?” and the students would go back to doing what they were supposed to be doing. I know that when I teaching in my own classroom, I want to have that kind of routine with my students. I like the idea of posting a question on the board, something for the students to answer right when they walk in. It gets them ready for the day and allows for some quiet time think about how they want to answer the posed question. As part of Love and Logic, the discipline aspect is something that you and the student work on together and I like that but I can see myself combining that with Harry Wong’s take on discipline. He believes that you need to enforce the rules consistently and by doing this, you are teaching the students the concept of consequences and responsibility (Wong, H., 2014).

A lot of information that I learned in class and while I was in my practicum experience was about how to use attention getters in the classroom. It is easy for students to get off task and having some sort of clapping pattern or phrase to bring the attention back to you as a teacher, is important. This is part of the routine that Harry Wong describes. If you say a phrase or clap your hands in a pattern, this alerts the students that they need to focus their attention on the teacher. While I was in my physical education methods course, we had two hours a week where we worked with students. During this time, I discovered a lot of good classroom management techniques. He had such a rapport with the students and you could tell that they genuinely loved coming to PE. They knew that as soon as they entered the gymnasium, they needed to do the activity that was listed the board. After they completed the activity they knew where to go and sit

to wait for the rest of the class to finish. He would begin his lesson as soon as they were all gathered. His enthusiasm for athletics and physical education really showed and he would always have a fun activity for the students to do. Often times when he started to explain the rules, students would be so excited that they would start talking to one another and stop listening to his instructions. At this point he would stop, not say a word, and look in the direction of the talkers. The class would start to quiet down and if there were any students that still weren't following that it wasn't time for them to talk, the other students would tell them to stop talking. It was really effective. I think it worked because he had established a relationship with the students and they respected him. They also knew that if they paid attention, a fun activity would follow and in a way this would be a reward for them. The sooner they quieted down, the sooner they could begin. I learned a lot from that class and that particular teacher.

There are so many different personalities within the classroom and every student has various needs, as a teacher I want to be able to teach each and every student. Classroom management is so important, without it there would be chaos and many students would not be learning the information being taught. I want to be a positive teacher that has respect for her students and in return, they will have respect for me. I want to create an open and loving environment that thrives on communication. I want to set routines and give consequences for disciplinary actions that are individualized. I want to be able to have a key phrase that will draw the student's attention to me when I am teaching. I have learned a lot in this class and from the various books we have gone over and I can't wait to apply the techniques that I have learned in the classroom. I will use both the Love and Logic and Harry Wong methods along with others I am sure to learn along the way. I know that not every method will work but I am willing to trial and error until I get the right formula. I know having a handle on your classroom makes for a

more conducive learning environment for all students. It is important for me to be able to watch and learn from other teachers as well as bring my own ideas to the table. I know that it will take years of development and continuous commitment to cultivate my classroom management style. By being a positive teacher that is willing to listen, I know I have a good start. The next step is applying what I learn. I can't wait for the journey to begin!

References

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