

Philosophy for Classroom Management

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Classroom management is the way in which a teacher runs his or her class to promote the best environment for student learning. In order to have an effective classroom, a classroom management plan and philosophy are essential. When students know their expectations, and feel as though they are in a safe place, their learning will be much more efficient and the classroom will be full of mutual respect between the students and the teacher. The classroom environment, class rules, procedures, discipline plan, and expectations are all vital components to an efficient classroom management plan.

One important aspect of classroom management is the established classroom environment. Having an organized classroom is extremely important for me to do my job well as well as to ensure the students are able to know what to do as well. Harry and Rosemary Wong, experts on classroom management, state, “The effective teacher knows that student achievement will only occur when the student’s work environment is organized and structured” (Wong & Wong, 2014, p. 6). One of the whiteboards in the classroom will consist of a weekly schedule where students will be able to view their assignments and schedule for the week as well as any major assignments that are coming up. The classroom will also be kept clean and tidy so that the students will not be overwhelmed with unnecessary clutter. This also ensures an effective work environment for the teacher, in order to grade papers in a timely manner and stay on top of the workload.

Another aspect of the classroom environment that is vital is making sure the classroom is a safe space for the students. The classroom will be a judgement free zone where the students are able to ask questions without being afraid of being made fun of. This also includes making the classroom a bully free zone. Negative comments about other students or oneself, negative or

harmful actions, or vulgar language will not be tolerated in the classroom. This guarantees that the students will be able to be in the classroom and not have to worry about the opinions of their classmates. Students also should not be afraid to voice their opinions in class. If a student can connect a real-life example to the piece of literature that is being read, he or she should be able to feel comfortable enough to share this information with the class to provide a learning opportunity for the entire class. A safe classroom environment will make the class periods go much smoother as the students are not nervous or uncomfortable in class and the students will also be willing to participate in class discussions which will improve each students' learning.

The relationship between teacher and students is also extremely important in facilitating good classroom management. It is important that the students can connect with their teacher on a personal level. Dr. Debora Roorda, an expert in child development and education states "For children to become motivated three basic psychological needs must be filled: the need for relatedness, for competence, and for autonomy. Teachers can support these needs by showing involvement... providing structure... and supporting autonomy... their (students') engagement in learning activities will increase (Roorda, 2015, p. 3-4). Teachers must do more than just present the students with content, they must meet the needs of the students. When the teacher does this, it fosters a relationship of care and respect between the teacher and the student which facilitates a better learning environment where the student is willing to put forth more effort for the teacher that puts forth effort for them.

Another aspect that goes into the teacher and student relationship, is that building a good relationship with the students is proven to reduce classroom discipline problems. Robert and Jana Marzano, classroom management experts, stated, "Teachers who had high-quality relationships with their students had 31 percent fewer discipline problems, rule violations, and related

problems over a year's time than did teachers who did not have high-quality relationships with their students” (Marzano and Marzano, 2003). Research shows that teachers who take the time to foster student relationships as well as teach their content will have a smoother run class where more learning can occur.

The rules of a classroom are important for the students to constantly be aware of to be behaving correctly in a well-managed classroom. The class rules that I will employ are as follows: be respectful, be responsible, be honest, be prepared, and do the assigned readings. Each of these rules covers a broad spectrum of actions and behavior. Respect is an essential part of the foundation of any classroom. The students need to respect the teacher, their classmates, and the school property. When the students act respectfully, it provides a great foundation for thriving in many other areas. It is extremely important to have the students be responsible, especially in the secondary setting when the students are starting to prepare for college. Their homework, readings, and belongings will be left up to them to take care of with some aid from the teacher. Another important aspect is honesty. Teachers are much more likely to be flexible and willing to help a student if the student is honest about a situation, it is very important for students to understand this and follow it as a rule. Preparation is a key component of success. For the students, this includes coming to class with their supplies and homework finished. When the students have all of their necessary materials when they come to class, no educational time has to be wasted by the students being unprepared to learn. Finally, doing the assigned reading is an extremely important rule for secondary English. Students have easy access to online resources and summaries that are great if they are used as tools to aid in understanding, but not if they are used to replace reading. In order to gain the most out of the class and set up for doing well on tests and earning good grades, reading is essential for the students.

Implementing class procedures along with rules will make managing a classroom much easier. Teachers should have a procedure for most things that occur on a daily basis. Teaching students procedures concerning homework will reduce the amount of questions and trouble that will occur when it comes time to assign or submit homework (see Appendix A for my Homework Procedures). Procedures should be taught in a way that the students will receive rather than not pay attention. It is also important that the students are able to practice the procedures before they are expected to do them on their own. Employing procedures for daily classroom life, will ensure the students always know what they should be doing, which diminishes the opportunity for students to get off task and misbehave. When the students know what they are to be doing, it also makes their lives much easier (see Appendix B for a complete list of my procedures).

It is also important to have a discipline plan and a way to document student behavior. When students break the rules, or do not follow the procedures, teachers need to have a plan set in place so they are immediately ready to handle the situation. Guideline Infraction Notices can be used as a non-confrontational way to let the student know they are breaking one of the rules or procedures and need to get back on task. Once a certain amount of Guideline Infraction Notices has been collected by a student, proper disciplinary action can be taken (see Appendix C for discipline plan).

Effective classroom management is vital to have a classroom conducive to learning. There are many components that go into classroom management plan and philosophy. The classroom environment and student to teacher relationships create a safe space and mutual respect which leads to less behavior issues and more student participation. Class rules, procedures, and a discipline plan provide structure and expectations for the classroom and the

students. These things combined form my classroom management philosophy that will lead to a proper learning environment for my students.

References

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Appendix A

Homework Procedures

Homework Procedure 1: Head your paper with MLA formatting

Homework Procedure 2: Turning In Homework, set your assignment on the top of your desk, either myself or another student will walk around and collect the assignments and place them in the hand-in tray for the class period. If you are late to class, simply put the homework in the tray when you come in.

Homework Procedure 3: Late Assignments, fill out a student responsibility card as to why the homework is not complete, points will be deducted every day the assignment is not turned in. Remember that you do have two excused late forms to use for the semester.

Appendix B

Complete List of Procedures

1. Bathroom Procedure
2. Procedure for Entering and Exiting the Classroom
3. Procedure for Getting the Students' Attention
4. Procedure for Bell Work
5. Homework Procedures
6. Late Assignment Procedure
7. Procedure if a Student Misses Class
8. Cell Phone Procedure
9. Tardy Procedure
10. Procedure for What to Do if a Student Finishes Work Early

Appendix C
Discipline Plan

Minor Offenses (disrespect, dress code, class disruptions, minor vandalism of books/desk, obtruding on personal space, technology misuse, etc.)

Guideline Infraction Notice

Hand to student during class and they must stay after to talk with the teacher

Two Guideline Infraction Notices will result in a phone call with parents

If another is given, administration will become involved

At five Guideline Infraction Notices a meeting with student, teacher, parents, and principal will be arranged

Plan will be arranged depending on what offenses were made/broken

All Guideline Infraction Notices will be filed and kept

Major Offenses (fighting, harassment, drugs/alcohol, physical aggression, hate language, etc.)

Dismissed from class and sent to office

Guideline Infraction Notice filled out

Detention determined based upon offense

Guideline Infraction Notice

Please Correct Behavior and Return to Task

See me after class.

Signature_____

Date_____

Guideline(s) Broken

Conference Results

Parent Contact Form

Date_____

Time Called_____ Call End Time_____

Reason for Contacting

Conference Result
