

Philosophy of Classroom Management
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December 9, 2011

Abstract:

In order to have a successful classroom, teachers must have an effective classroom management plan. I believe that a classroom management plan should include clear and concise rules, internal motivation and strategies to maintain an engaging classroom setting. If a teacher is clear and consistent with their rules, students will respect them and be more likely to follow them. If they learn how to motivate themselves, they will be more likely to complete their work and feel rewarded about their accomplishments. Teachers should have an active, engaged classroom setting because if students are engaged, they are less likely to be bored and start misbehaving. I believe these elements are crucial for a successful classroom management system.

Classroom management is a crucial skill in a teacher's career. A teacher would make their job extremely harder if they do not have an effective classroom management plan. Teachers must be prepared to deal with minor disruptive behavior, such as students talking in class, to major behavior problems, such as major student outbursts. As a teacher, it is one's responsibility to be able to handle such situations. I believe that if a teacher has a strong, consistent classroom management plan, they can greatly reduce the number of student misbehaviors in their classroom. I think with key elements in the plan, a teacher can have a respectful classroom environment with very little behavior problems. Every teacher is going to have behavior problems in their class, but they can easily reduce the severity of them and the number of them through their classroom management style. A classroom management plan that includes firm but fair rules, incorporates motivating students, and strategies to keep students engaged can easily help a teacher with their classroom management.

I believe that every teacher has their own unique teaching style and philosophy of discipline. In my classroom, I want to stress the importance of respect in my own classroom, and make sure the students respect me and each other. I also want to make sure that they feel respected and welcome in my classroom because I want to have a positive learning environment for them. I believe that in order to have a successful classroom management plan, a teacher must begin their classroom management on the first day of school. Two theorists, Harry and Rosemary, believe that what a teacher does on the first day of school will determine the rest of the school year. If a teacher wants to be successful, they must outline their expectations on the first day in school, so students will be aware of them from the start. I believe if students have a firm foundation of rules, and if a teacher is consistent and clear about their rules, they will eliminate many behavioral problems in their class. I also believe that in order to motivate

students, teachers should help them find their own motivation, and should not have to rely on incentives or rewards for good behavior. Finally, I think that effective intervention strategies can quickly and efficiently stop misbehavior before it becomes worse. I think my discipline philosophy focuses on a clear set of rules, steps for motivation and effective intervention strategies.

Clear, concise rules should be the foundation of a classroom management plan. As a teacher, one should thoroughly explain their rules in the beginning of the school year so students are aware of them. I also think it is important that teachers stick to their rules, and stay consistent with them. A teacher should explain to students the rule and what will happen if they do not follow the rule, and to follow through with the consequence every time. I personally believe that a major problem many teachers have is that they are not consistent with their rules. They may be very firm with them with one student, but let another student slide on the same rule. This lack of consistency can cause many problems in a classroom. Students will always find out if other students do not have to abide by the same rules or if they have not been treated equally. When they realize this inconsistency, they will begin to not take the classroom rules seriously, or take their teacher seriously when they try to enforce them. Many times they will simply have the mindset that since one student did not have to follow the rules, they do not have to follow them as well. A teacher will lose the respect level in the class very quickly if they are inconsistent with rules. In order to avoid this, teachers should treat every student the same, and enforce their rules with everyone. Consistency is a key factor in an effective classroom management plan.

Lee and Marlene Canter discuss the importance of rules and consequences in their theory of Assertive Discipline. They believe in a clear set of rules in the classroom, which I believe is an important key as well. They also believe that teachers should not just incorporate negative

consequence for when students break the rules, but should also have positive consequences for when the student is following by the rules and behaving correctly. I think it is important to praise students for following the rules. It does not have to be anything grand, just a simple thank you to those who are behaving correctly. Assertive Discipline also focuses on being clear, confident and consistent, along with having a respectful classroom, which I believe are important concepts to have in a classroom management system. A teacher can give their students a basic foundation for appropriate behavior by giving them clear and concise rules, and I plan on doing that in my own classroom.

Another piece to an effective classroom management system is student motivation. For the most part, students do not want to be in school, but they have to be there. In my experience, students need to be motivated somehow in order for them to take interest in their work. Many students will not want to be in classes, and it is a teacher's responsibility to make sure students are motivated to do their work and be in school. In a high school setting, I do not believe that physical rewards or incentives are an appropriate way to motivate a student. At high school level, students need to start learning to motivate themselves and do things without always getting a reward. After high school, students will have to do things they do not want to do all the time, and will not have a reward system in place in order to get it done. Students need to learn to find the motivation within them in order to get their schoolwork done.

Marvin Marshall, a theorist in education, discusses how teachers should instill internal motivation in their students, which I believe is a very important concept. Internal motivation is where one finds the motivation to do something from within, not from outside sources or outside rewards. Students do not rely on outside motivations; they rather find the inner motivation to do something with the support from their teachers. Marshall believes that teachers should

incorporate internal motivation because it is teaching students to find their own motivation, and not having them rely on physical rewards or incentives. I believe that internal motivation should be a key part in a classroom management plan. Students should not expect to be rewarded every time they do something. They should be rewarded by the feel of getting something accomplished, or the fact that they earned their grade. I feel I can add internal motivation to my classroom management style by emphasizing the level of satisfaction a student will feel after turning in a large project, or understanding a key part in a novel, or numerous other things that they will have to do in my class.

An important way to keep students from misbehaving is by keeping them actively engaged in the classroom. Fred Jones uses the strategy of Say, See, Do teaching in his classroom management theory. He believes that teachers should teach (or say), students should see what the teacher is teaching, and the students should do, such as doing an activity on what they have learned. I feel that these are very easy steps to keep students engaged in a class. I believe that a class should not be filled with just a teacher lecturing while the students sit there, trying to pay attention. Teachers should try to make their lessons interesting, and they can do this by using visuals to explain what they are doing and having students participate in activities that make them active in the learning process. If students are engaged and interested, teachers will have fewer behavior problems in the class because students are too focused on what they are doing.

Even though a teacher can have a great classroom management plan, students will still act out in class. In order to deal with misbehaviors, I will have effective intervention strategies in my class. There are many intervention processes a teacher can use, ranging from dealing with minor disruptions in class to dealing with major meltdowns from students. Intervention strategies are important because they can help a teacher resolve misbehaviors quickly and

efficiently. A simple way to stop minor misbehaviors is using proximity to make the student aware of what they are doing. Teachers can easily stop minor behavior problems by simply standing in front of a student's desk, or staring at the student until they realize they need to stop misbehaving. If I have major misbehavior problems in my class, I will have the student take a break from the class, and make sure to talk to them away from the other students about the problem. I will have the student explain to me what is going on, and I will make sure to explain to them why the misbehavior is unacceptable. If the problem persists, I would have them leave the class and go to the proper administrator. Intervention strategies are an easy way to deal with misbehaviors quickly, and usually stops major misbehaviors from happening, and are excellent things to add to a classroom management plan.

If a teacher has a solid classroom management system in place, they should not have to worry about misbehaviors or problems in class. I want to make sure I have a respectful classroom, and that my students understand my expectations. In order to accomplish this attitude, I will have clear and concise rules that will be consistent with every student. I will make sure that I teach my students about internal motivation, and I will make sure I have an engaging, active classroom. With these elements in place, I should have a successful classroom and classroom management plan.

Works Cited

Charles, C. (1999). Building classroom discipline. (10 ed.). Boston: Pearson Education, Inc.