Classroom Management Philosophy

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1/29/2016

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 Classroom management can sometimes be a controversial topic to talk about because of the different aspects people take on with their own ideas and strategies. Some teachers may believe that the most successful classroom managers are the ones that are the strictest. Forming an order of respect between the student and the teacher, or some may believe teachers that are more of the lenient attitude form the best classroom because they relate to their students the most. Some may believe the best way to deal with misbehaving students is to remove them from the classroom setting for a period of time, while others may believe the best way is to confront the student inside the classroom and try to diffuse the student as quick as possible. The number of strategies a teacher can use inside their classroom is extraordinary but determining the effectiveness of those strategies may depend solely on the attitude of the teacher as well as other distinguishing circumstances. My classroom philosophy is to maintain that successful attitude each and every day so students will hopefully bring good attitudes as well. I want to be the most understanding teacher as possible, but at the same time hold the respect of all students in the classroom. Finally, I want to be the most informative teachers as I possibly can, to do so I can use successful classroom management tips I have learned including setting up a positive classroom environment, developing an accountability between students of responsible conduct, and aiding all students in their learning process by relating to their individual needs.

 A long and tedious list of rules can subsequently hinder a student’s success in the classroom. These rules could possibly disinterest the students and cause them to refrain from speaking their mind about certain topics they might think that the teacher has a rule for everything and cause them to forget about the reason they are truly in the class. The biggest achievement I will bring into my classroom management philosophy is to bring forward a few big rules that will cover a majority of issues that could arise inside the classroom. With those few rules I feel it is important to bring a classroom statement. With that my classroom state goes as such “Think before you act.” My hope is to have this displayed in my classroom for all to see. This will cover the majority of problems that can happen between student to student or teacher to student. Every time a problem arises a reference back to the statement can be made for an easy correction. As for the rules, several of them come from the book Classroom Management That Works. At the secondary level, general behavior is addressed in the few rules assigned including respecting and being polite to others, talking or not talking at specific times, and respecting others property (Marzano 2003). All of these rules can again be defined with the *think before you act* statement.After all of these rules I will have my final rule and that is for all students to perform their very best. Now, of course this is not a rule but it allows students to be reminded that my classroom will be a performance based classroom that is focused on achievement instead of following the rules to get by. With these rules I believe this will give off a positive environment inside my classroom and highly engage students to be prepared to have fun and learn a lot throughout my classes in the school year.

 Following the rules of the classroom, my philosophy would include the procedures inside the classroom that will form the expectations for students. I formed my opinions on procedures to develop incorporated in my classroom philosophy through *Classroom Management That Works.* At the secondary level these procedures primarily pertain the beginning and end of the class including, taking attendance at the beginning of class. This will inform students the expectations of coming to class, sitting in the correct assigned seat, and wait patiently to me as the teacher to take attendance before the class starts. The second procedure would be to address the missing work from the class from before. This procedure will make students remember to finish their homework prior to the class due to the continuous procedure of me the teacher asking for the assignments missing. Thirdly would be to handle the students easily and efficiently that happen to come to class tardy. With this procedure I will hold students accountable for showing up late and let it be known to the students that it is unacceptable, however, this will be done very quickly because I will make it a point that a student’s coming into the class while the session is going on, that they will not be an interruption to the lesson. Finally, after the lesson is provided I will make it clear with the expectations for the next class’s homework. This procedure will help all students understand what is expected of their homework and hopefully diffuse all excuses of students not knowing how to do a specific assignments (Marzano 2003).

 Lastly developing strong relationships with the students inside of my classroom as well as faculty members is very important in forming a great classroom management philosophy. The students in your class are the students you are going to be with for an entire year so building relationships with them is very important. The faculty on the other hand, are employees that a teacher could be working with for their entire career so the relationship with ones coworkers is as much important as the relationships with the students. The importance of these relationships is an effective aspect in classroom management. If a teacher has a good relationship with a particular student, that student may be more able to accept the rules and procedures placed in front of them. Without a successful relationship between teacher and student, students may slip into a resistance state where they become confrontational over rules and procedures (Marzano, 2003). My philosophy of classroom management will take a few months or even the first year to shape out, but I believe the first days of school are the most important and that is when the majority of the teaching of my philosophy to the students will happen. I have a few ideas of what a successful first couple days look like.

 Secondary meet about five to six full classes each and every semester. In the eyes of the students the teacher is a new person in their eyes and same to the teacher. The importance of creating a positive classroom for the first days is very important. I believe it is a necessity to cover the general attitudes of the classroom including. Organizing the classroom, a successful layout to the classroom is in order to hold classroom management. I think it is important to inform students the importance of a seating chart and the layout of the room will be focused towards my desk so focus will pertain to the center of the room. Next, teaching those procedures and rules. As explained before it is important in these first couple days to practice the rules and procedures of the class until it is exemplar (Marzano, 2003). Repetition is very important in this step. Students may feel it is unnecessary and pointless to repeat tasks as easy as roll call, but if a teacher is determined to have a successful classroom for the rest of the year they will repeat roll call until everyone knows what they should be doing and what the room look and sounds like during this minor activity. After repeating the rules and procedures until they are acceptable, the next step would be to explain the student accountability system. This pertains to students the consequences that will happen if they act out, are late, missed assignments, and etc., however, I am in agreement with Jim fay in his thoughts on “Showing your hand” he explains that it is a lot better if students don’t know how the consequences will be exactly (Fay, 2011). This helps the teacher avoid hypocritical changes that may be altered at a different time. Also, I feel some students take the consequences in a class as a joke. If a teacher was to be vague about the consequences, some students would be less likely to challenge the authority. After these steps, the final step is to continue to build solid relationships with students. This can be done by group emails that give instructions easier and teaching at a more one on one environment as much as possible. Throughout the year I hope to continue to reach out to students and hopefully the amount of disruptions in the class will slowly diminish.

 Parents and guardians of students can either be very helpful or irrelevant to a student’s learning. Parents will sometimes volunteer information to the teacher about their child in hope to help the teacher better understand their specific child. Teachers can use this information to help build the relationship with the student in a way that helps the child understand that they are accepted in the classroom (Marzano, 2011), however, none of this can take place without building a relationship with the parent or guardian first. I believe it is the teacher’s responsibility to give out different forms of inclusion to what is going on in their child’s classroom. This can come in forms of e-mails, newsletters, or even phone calls. For the most part, I believe parents will help you with their child’s education if you the teacher show that you care and I hope to apply this philosophy to my own class each year. Every family is different so experience with teachers will take time for understanding.

 Classroom management is something every teacher should take into their classroom with understanding. Teachers should have a set classroom management philosophy and with what was discussed, I have a start on the correct path as to what mine will shape out to be. My classroom management philosophy is to be the most understanding, easy to work with, but respected and most inspirational teacher that I can be. This needs to be done by incorporating the rules and procedures excepted in the class, involving parents to what is going on in the class, and being the best teacher I can be. I look forward to my future experiences of being an educator.

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