

Personal Classroom Management Philosophy

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EDU 301-01

Classroom Management

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When it comes to teaching, there are many elements involved in a job well done. From instruction and delivery of content and curriculum, to the building of healthy teacher-student relationships, the career encompasses many crucial roles and duties. However, without effective classroom management, the rest of the elements that teachers hope to successfully share with their students cannot be communicated. While a teacher may be fully competent and passionate, their messages and information cannot be delivered to a class who is in disarray. For that reason, classroom management should be a practice that is approached with the utmost effort. In my personal opinion, I feel the task of having perfect classroom management can never be fully or completely achieved, but can, without doubt, always have room for improvement and sought throughout the full duration of one's career.

Any time one considers their own marketability and future success in the field of education, the perspectives of administration and experienced teachers they may be working alongside, and who are also involved in the hiring process, should be taken into account. Administrators expect teachers to be able to manage their classrooms effectively (Simonsen, Sugai, & Negron, 2008) and have reported classroom management is their biggest concern for new teachers (Jones, 2006). Although many colleges offer and require a class centered around classroom management, I believe the responsibility for new teachers to improve in the area of classroom management falls directly on the new teacher themselves. While it is definitely possible to learn quickly and effectively as one teaches and is in the actual classroom, I feel there are many ways to prepare and brush up on this crucial skill prior to stepping foot in one's classroom on the first day of school. I also believe there are a few key things to consider when evaluating one's outlook on classroom management.

First and foremost, one's mission should be to establish a classroom environment in which all within it feel safe and supported. The feeling of respect should and can be established on the first day of class. In order to establish that respect, a relationship of some sort with the students is mandatory.

Positive relationships between student and teacher are often regarded as the most powerful motivational force in any classroom. With that being said, however, it is very easy to wrongly assume what it takes to form those positive relationships. The roles of teacher and student should be strongly established and clear. There is nothing wrong with being liked and respected as a teacher, but there are ways of doing so without trying to be popular or cool as a fellow classmate or peer the students' age may be. As a teacher, we are to facilitate learning by leadership and demonstration. The role of students should be to absorb that instruction and guidance. And firstly, the groundwork of classroom management has to be set and clearly established in order for learning to be accomplished. After all, classroom management consists of all teacher actions inside and outside of direct instruction that set the stage for both academic and social-emotional learning to occur (Emmer & Sabornie, 2015). When there is a lack of leadership, respect, or clear role establishment, the lines of authority and structure are blurred, and the classroom environment thus suffers accordingly. In addition to establishing relationships with the students in one's class, it is important to establish communication with parents and guardians of the students. Sharing expectations and classroom information with people who play such important roles in students' lives can prove to be effective when establishing support and consistency for the child.

The organization of one's instruction also plays a pivotal role in how well the lesson is grasped. Often lessons and concepts are not broken down to a point in which the student can receive it. Lesson planning and the visual and verbal organization made for and given to the students play huge roles in sharing clear instruction and expectations for one's classroom. This effective planning involves plenty of preparation but can become progressively easier as procedures are practiced by both teacher and student. I also strive to construct thorough enough lesson plans and procedures that a substitute would have no issue taking over the classroom. This notion brings another into question. And that notion is student independence.

When formulating instruction and expectations, one should always have the student's current and future success in mind. With that in mind, we have to acknowledge that students will eventually be on their own in our world. For that reason, we, as teachers, must strive to help students believe in themselves, feel capable of problem solving, and become less dependent on constant extrinsic reinforcement and motivation. I believe this can be done by giving the students more choice and responsibility in their own education. Whether it be from the assignment of classroom jobs and roles, or from the choice of a written or creative book report, students are more likely to take pride and invest in acts that they are a part of and in which they have a say.

In addition, I also believe independence and personal responsibility have roles in behaviors that occur within the classroom. When students are not involved in and informed of underlying reasons to behave in a positive way, they will be less likely to choose that positive behavior. There will definitely be situations in which immediate action will need to be taken, entertaining discussion, justifying the context of the behavior will be unnecessary, and where direct and simple means of enforcement will and should be taken. However, with proper

establishment of expectations and respect, those situations should be rare and avoidable. Harry Wong said it best: “The number one problem in the classroom is not discipline; it is a lack of procedures and routines.” (Wong, 2014), (See Appendix B).

When it comes to a classroom management philosophy, or any philosophy in general, there will be differences in styles and preferences. Within schools, there may often be a preferred or common philosophy amongst administration and fellow teachers. However, I think that trying to find a uniform formula for managing or running a classroom inhibits teachers, and ultimately students, from reaching their full potential. While there are certain principles that can be universally carried out and shared, I believe individual teachers must find what works for them. Trying to be just like or carrying out completely identical practices as other teachers can result in a disingenuous delivery. Students often pick up on that, and without confidence in oneself and individual capabilities to distinguish effective management, they will also be less likely to buy into and have confidence in what the teacher is advocating. However, this is not to say that teachers should not reach out to others for help or become a part of a support system for fellow teachers who strive for the same things as themselves. I simply believe teachers should make classroom management their own.

In essence, when one seeks to constantly improve their classroom management practices in order to best facilitate growth in each student, they are on the right track. Recognizing classroom management’s importance, establishing a safe and supportive environment, building positive relationships, maintaining personal instructional organization, helping students become more independent, and having confidence in oneself, as well as in fellow teachers and other support systems, ensures one’s classroom management is being executed in a manor that will

ultimately lead positive impacts on the learning and overall well-being of all students we, as teachers, will encounter.

References

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Appendix A

Classroom Management Affects Literacy Development of Students With Emotional and Behavioral Disorders

When one understands the relationship between how instruction is taught or how the classroom is managed and the academic success of students, that particular instruction and management can be catered in a way that sets students up to accomplish the goals set before them. Understanding this relationship can help place the necessary focus and importance on intentional classroom management.

Appendix B

The Classroom Management Book

This textbook is devoted solely to the subject of classroom management. There are direct quotes, testimonies, examples of practices, and other helpful material that the reader can utilize.