

CLASSROOM MANAGEMENT PLAN

The process of creating a classroom management plan will be a huge benefit to me as a teacher and for my students as it allows me to look within and begin to develop my own ideas of what I would like my classroom to be, how I will manage the physical space and how I will strive to model my behaviour and manage the behaviours in the classroom. I believe that the role of the teacher is to create a safe learning environment that encourages respect and responsibility for self, others and community as a whole. Although I am creating this management plan now I hope that I will always be flexible and open to new ideas regarding classroom management and that I will continue to learn as teachers will always be learners too.

Philosophical Statement

I believe that children learn in many different ways, and it will be up to me as a professional educator to seek to understand how each student learns best and to utilize this knowledge to meet the individual needs of the student. With this in mind, I will strive to have an ordered, organized and calm atmosphere. My father has heavily influenced my organizational skills and has instilled in his daughters the idea that 'if you take care of your kit, your kit will take care of you' so in respect to the physical classroom space I hope to have all sorts of educational material and equipment available to my students that they can find quickly and easily.

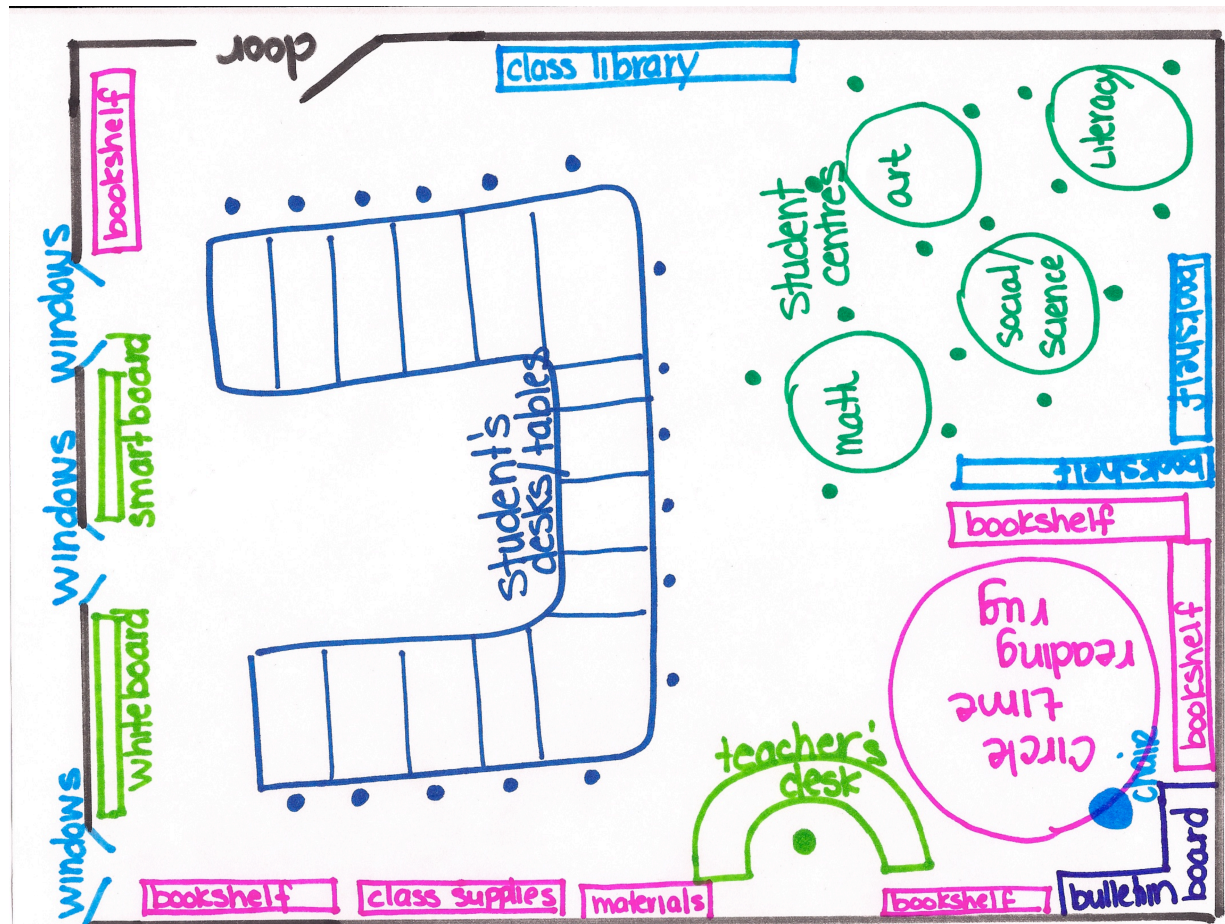
I also hope that my teaching style will reflect how the physical space of my classroom will be - a sort of calm, safe space where my students feel they can be themselves. As a student I liked structured day-to-day routine and did not enjoy when my teacher deviated from the schedule of the day or the way something was done. Throughout my placements I was eager to learn my associate teacher's routines so I could follow them, as I see consistent behaviour from the teacher or adult in the classroom (sub teacher) as a huge benefit to the students. Thus, I know my classroom will have day-to-day routines that I will practice with my students from day one. Routines like, upon their arrival to the classroom, what students could be doing during any down time, where we line up and how we travel in the hallways to the gym or library and the end of day expectation.

I feel I am calm and patient person and in all my placement and substitute teaching experience. I have been able to keep a calm and positive attitude no matter what sort of day I may be experiencing. I feel like I am a very personable and outgoing person as well and demonstrate this through my interest in students' lives outside of the class. Once my students and I have established a respectful relationship I enjoy sharing my experiences and listening to theirs. I think that I can relate to many of my students even on the smallest thing and am the sort of teacher that understands when working with

younger students it's important to get down to their level whether they be working at their desk or sitting on the carpet during carpet time.

Finally, I feel I am a motivated and motivating presence for my students. I hope that I can continue to find unique ways to motivate my peers and students to continue their journey through school and life long learning. I want to engage my students in all aspects of the curriculum and instill in them the importance of school and being a part of a community. I want them to participate in the classroom activities whether it be by doing bell work or interactive learning centers, but I would also hope to motivate them to participate in other aspects of the school, like after school sports, drama, choir or peer mentoring. I believe that I can model a positive behaviour for them to follow in and out of school.

Room Arrangement



I will strive to have a safe, clean, organized and positive learning environment so that students can be easily engaged and not distracted by a lot of unnecessary clutter.

Whiteboard/SMARTBOARD:

- Ideally one of each in my class
- Teacher will usually start lesson from the front of class, by orally giving instructions and teaching or using the whiteboard

Student Seating:

- Students will work at an individual desk or table
- Desks will be in a U shaped formation which will allow for easy visibility from any in the class, teacher will also be able to see all students from the front of the class
- Formation allows for easy class discussions

Teacher's Desk:

- I would like to the U shaped table as my desk in the middle of the class, behind the students desks and near the activity and reading centers
- All of my documents and materials will be organized in bins and storage units behind my desk
- My desk will be free of clutter and the students will be able to pull their chairs up to my desk to meet with me

Centers:

- The student activity/learning centers will be located in the back corner of the room
- The desks and chairs will be left here permanently even though the content and material of the centers will change
- The main focus of the centers will be math, art, social/science and literacy

Reading Rug:

- The reading rug will also be another literacy centre
- This space will also be used for carpet time activities in the younger grades
- In the older grades the reading rug will allow for a change of scenery when teaching a lesson or class discussion
- Any class information will be posted in the corner at the reading rug, there will also be bulletin boards for student work or chart paper

Bookshelves, Cubbies:

- These units will be used to keep the class organized
- All of the classroom material like extra pencils, paper, craft paper etc will be kept in bins on the bookshelves
- If the students do not have desks and will have to use tables they will have cubby holes where they keep their class supplies
- The bookshelves will also house the class library
- The bookshelves will also be low enough that they can be used as counter tops if we need them for science or for displaying student's work

Classroom Rules

I have always believed that it is the teacher's responsibility to ultimately create a safe learning space. It falls on the teacher to manage the behaviours of the students and implementing rules that all students understand is vital. With that being said before classroom rules are even established, in the first few days I want my students and I to come together and discuss what we want in our classroom and set some specific goals for the year. I want to focus on the positives and get off on the right start with my students. By focusing on everyone's strengths and highlighting what everyone is good at, this may eliminate the need to spend a lot of time going over what we do not want in our classroom.

When we do arrive at a classroom set of rules I hope for them to be broad and all encompassing. Rules like chewing gum in class and wearing hats are not as important as focusing on respecting the teacher, respecting self and respecting others. I think that no matter what grade I am teaching that the saying 'treat others how you would like to be treated' will be important in my classroom.

With the concept of respect being a major focus in my classroom, I hope to implement rules such as:

- Please be polite and respectful of your classmates and teachers at all times
- Please try to complete your all assignments neatly and on time
- Keep your hands to yourself
- Please be quiet in lines, hallways and restrooms
- Please obey all school rules
- Please come to class prepared ready to learn and have fun

My students and I will communicate our rules to parents by having the students right them in their school agendas, where they will sign and then have their parents sign. I will also send home a "Welcome to Ms. McLeod's grade X class" newsletter at the beginning of the year, which will include the class rules. They will also be posted in the classroom, where they are visible by all. I will communicate our classroom rules by also posting them on the school website for my class.

The rules will be posted however I do understand that we may need to re-visit the rules after routines and classroom procedures have been established further along in the year. I will be open to taking time in the day to discuss the rules if they need reinforcing. A good time to do this may be Monday mornings and maybe briefly review them if I know I will be away and have a substitute teacher in, on the next day.

Classroom Procedures/Routines

Start of the day routine:

Depending on the school procedures and physical arrangement of the school I know this plan will vary.

- Students will line up outside and enter the school as a class
- Students will take off their boots, coats and backpacks and hang them on their hooks
- Students will bring in their duo-tangs, reading books and anything else they need for class
- Students will find their seat and get ready for the day - they can read quietly, clean their desks, work independently, write in their journals, draw or work in their math booklet (I will have centers and activities for students to work at when they have free time)
- Student helper will be chosen by teacher, choosing a name written on a popsicle stick in a basket on teacher's desk

Recess routine:

- Students will put away the activity they are working on
- Students will sit quietly at their desk until they are dismissed for recess
- After recess they will line up again as they did at the beginning of the day and then repeat the start of the day routine

End of day routine:

- Students will copy down homework from the homework board, any notes and permission sheets will be handed out (by the student helper of the day)
- Students will be expected to clean up around their desk and around the classroom
- Students are dismissed by teacher
- Students agenda will be initialed by the teacher on the way out the door

Transition time routine: (going to gym, going to library, going to assembly)

- Students will line up quietly in the classroom, in a single file line
- Students will walk quietly to our destination - if the group is chatty, they will be asked to turn around, go back to class and try again

Bathroom routine:

- Students will put the designated 'gone to the bathroom' sign on their desk and leave the class
- The students are free to leave to go to the bathroom during any activity time, but should try not leave when the teacher is giving directions

Lessons will be structured similarly most days. I like to leave a note on the board for my students telling them what supplies they will need and what my expectation of them is for the lesson. I feel I will focus on the inquiry based learning model for the majority of my lessons and lesson planning, however I do know I will return to the traditional approach once and awhile depending on the subject. I would like my students to be challenged and provoked to think critically. I also understand it's important to meet the individual needs of my students and hope to do this through differentiated assignments and student groups based on specific abilities.

From an organizational perspective I will have charts for the different subjects and assignments or centers that the students are expected to complete. I will fill it out when an assignment is completed, this way the students are responsible for their own learning as well. If they have some free time, they will be asked to check the charts and finish any assignments that are incomplete.

Assignments will have a deadline however, students will be expected to hand in the assignments even if they are late. Depending on the grade I am teaching an appropriate lower grade will be assigned. I want the focus to be ultimately on the learning and not solely on the grades being assigned, but students still need to know that when they asked to complete a task, they must complete it.

When I do return to a more traditional teaching approach especially in the form of assessments, like quizzes and tests students' marks will be recorded. Upon returning the tests and quizzes if students are not pleased with their marks, they will be given the opportunity to come in for a review at recess and lunchtime. I will have workshops for any student who does not understand a concept both before and after the assessment. This will also be important for me as the teacher to understand where there are problems in my teaching. If the student attends workshops after the assessment they have an opportunity for a test re-do. When I am assigning final grades, I will take all of this into account.

Lessons will finish by transitioning from one subject to another. Whether or not students leave the class for the next lesson, they will be asked to put away what they were working and get ready for the next lesson. Students will have desks or cubbies where they can keep the majority of their belongings.

Student Behaviour

I plan to focus a lot on the positive behaviours and attitudes that I would like to see in my classroom. My expectations for student behaviour will be explained at the beginning of the year and I understand the importance of gently reminding students when the need arises of my expectations.

If I catch a student demonstrating a positive behaviour and attitude their name will go into a weekly draw, to be drawn Friday afternoon. The prize will be something educational and fun. I will also incorporate the school's policy on managing student behaviour into my own classroom management.

I understand the importance of maintaining consistency while managing student's behaviours. I think I can best achieve this by following the '3 Basket Approach' to classroom management. The model designed by Dr. Ross Greene. This approach would be most suitable for my teaching style and the kind of classroom environment I aspire to have. I will also let the students know that some of their negative behaviours will have consequences and that sometimes we will attempt to modify the behaviour however the next time the behaviour or problem arises there will be consequences. I will however not let the students know that there are some behaviours that I will let slide. I agree with the 3 Basket Approach, since the teacher is not always spending time managing the class.

I believe that non-verbal intervention is just as effective as verbal intervention if employed correctly. While on placement I often used non-verbal intervention to manage the class of grade 5 students. Even something as simple as giving a student a longer glance if they are off task, or removing the distracting toy from their desk can get the student back on task and focused without interrupting flow of the lesson or activity. I also walked around the classroom while I was giving the instructions after I had written them on the board so I could always move slightly closer to a student who needed some reminding of what was expected of them.

If I ever did have to use verbal intervention it was usually in the form of the student's name. I usually just slipped it in while I was speaking with the class, not taking any time away from the lesson. I also like the "thank you student x, for being on task," as a small reminder to the student if they were not paying attention. I will strive to not embarrass the student but I will remind my class that everyone in the room has the right to learn.

Conclusion

While writing this classroom management plan I understand that my classroom management must be flexible and fluid rather than static. If I am willing to be flexible it is my hope that my students will be the same. I will need to model my behaviour because ultimately that is the best way I can impact my students in the hope they will become respectful and caring members of society.