

Classroom Management Plan

I believe that classroom management maintains order and structure both in and out of the classroom, making it ideal for an educational environment. It is only through meeting the fundamentals of the classroom, such as safety, that learning can take place. Elfie Cohen says that if students are disengaged and inattentive, we must look at what we are teaching as the problem, not the children. In order for all individual's needs to be met, a classroom must meet the needs of all students and promote personal and communal growth. It is in this way that good classroom management can take place and promote lifelong learners.

Philosophical Statement/Teaching Style:

It is in my firm belief that each child has an individual and unique approach to learning. As a teacher, it is my goal to make sure that each individual's needs are being met, as well as following the Ontario curriculum documents. It is through units that I plan to integrate areas from the curriculum documents and hands on learning environment, in order to meet the needs of multiple intelligences. Through making learning fun and engaging, children can become lifelong learners and carry their knowledge with them as they explore learning as adults. In order to become active members of society, children must enjoy what they learn so that they will remember it and not be turned away from enlightenment.

By taking an interest in each child's life in and out of the schoolroom, the children will gain your respect and want to do well for you. For example, I coach figure skating and see a lot of my students outside of school at the arena. It is this connection that forms a bond and makes us stronger as a community of learners, beyond the classroom. Also, I try to watch the boys in their hockey games to show them that I care about them beyond what their marks are.

I promote the idea that group work is good for children, as it creates and fosters teamwork and competition, against other groups, in a low risk and safe environment. Within groups, children who excel at one area, such as writing, can excel whereas someone who struggles with writing may present to the class. Every individual is better at one thing over another and it is our job as teachers to bring out the best in each student. Similar to doing units, children with multiple intelligences can shine in an area that they do better in.

I most value my calm, enthusiastic, and clear demeanor with my students. I am immensely positive and respectful of each child and compliment all questions. In my experience, you should never be negative about a child's question because they may never ask another one again, so instead of saying "no" one can say "good thinking but lets add on that thought." In this way, a low risk, safe, and comfortable environment is bestowed within the classroom and children can contribute as little or as much as they want.

I want to provide the tools for learning in my classroom but also to engage the students enough so that they will want to explore outside of the classroom on a topic that interests them. Also, I will display their artwork and assignments as if they were my own children because as a child I was so proud whenever my work was displayed for the world to see. By letting the class help you decorate the classroom, they will see themselves as part of a learning community and want to learn because it is of value to them. Primary aged children learn best when the material directly relates to their lives. In this way, they will be more willing to contribute to future lessons.

My philosophy is that I want to make a difference in children's lives just as past teachers have made a difference in my life.

Room Arrangement

In my classroom, I want as much student contribution as possible but I will have a theme in place, such as "popcorn." Starting with the outside door, there will be my name inside of a popcorn popper and children will have their name on a popcorn kernel. There will be a saying that says "Look who has popped in" and this will make everyone feel like a part of a team/community environment. To continue the popcorn theme, at the front of the room the alphabet will be on popcorn and the bulletin boards will have a popcorn border. Also, I will have a word wall and call it "popcorn words" and they will be common words that are misspelled and, as a class, we will refer to words on the word wall as 'popcorn words' and they should never be misspelled because they are on display. I like the idea of a theme because then everything is unified and in synch.

At the front of the front of the classroom, the black board will have the alphabet and encouraging quotes ("Treat others how you want to be treated") above it. Underneath will be bookshelves with literacy novels, arranged into bins, such as fiction, nonfiction, poetry, storybooks, and magazines. On each of these bins will be a sticker: red, green, purple, and yellow, indicating the level of difficulty so that children can find their books easier. To the left of the black board will be my teacher desk so that during silent time or a test, I can see and observe what the students are doing. Also, if I am in the middle of a lesson and need some materials I can easily grab them without too much pause in the lesson. My desk will mostly be used for prep work as I plan to circulate and observe my students working and help in any way that I can.

In front of my desk will be another smaller table that has two bins on it: "hand in" and "hand out" where the students can submit their work. To the right of the black board will be a white board and a chart on the wall beside that, where each month students will have a turn to do different tasks, such as take attendance to the office, feed the class pet, et cetera. Also, there will be a calendar showing upcoming birthdays and events. Also, a chart with all of their names where newsletters are placed each week and Scholastic book order forms that are to go home, this will be checked each day before the buses come.

In the middle of the classroom will be the desks, arranged in table groups, four individual desks pushed together to form a square, with their sides facing the board so no ones back is to the teacher. In this way, group work can be used often with minimal disruption to the classroom set up. I seek to implement class discussions and groups will allow students to feel more connected to one another.

On the backs of each chair will be a cloth bag that fits onto the back of the chair where they will keep their library, silent reading books, and planners. In their desk they will have du tangs for each subject and every Friday there will be a "Clean Desk Fairy" that comes around and leaves a little certificate for the cleanest desk, as motivation. On the sides of the classroom will be bulletin boards, where the students' work will be displayed. Rubrics will also be on the walls, showing level 3 and 4 requirements that they should strive for.

On the back wall will be cupboards that will have teaching supplies and a sink. The back cupboards will have art supplies, textbooks, games, cards, dictionaries, thesauruses, and math manipulatives. The art section will enable my students to be creative and they can explore

this area when they are done their work. In the back corner of the room will be an anchor chart and carpet area for class discussions, review, and story time.

Hanging from the ceiling will be mobiles that they will make in art class, such as different species of butterflies or the food chain from science. By making learning fun, teachers are promoting self growth and exploration later in life.

Overall, my classroom will be immensely bright and colourful, just like my students and they will contribute their ideas and their work will shine on the walls of my organized classroom.

Classroom Rules

A classroom should be a place where, ideally, learning takes place but there are a lot of elements that can put a halt to learning, such as disagreement between students. A classroom should be a place where students are treated equitably and with respect from their peers. A way to make sure of this is to have a "virtue circle" when a problem arises. A virtue circle is a circle made by the class with their chairs, all facing each other, and they pass around a feather, and whoever has the feather gets to speak. After hearing all of the students, the students figure out together as a team what an appropriate consequence could be. This 'circle' brings everyone together again and they work cooperatively to find a solution to their problems.

I do not want food or gum in my classroom during my lessons, water is permitted, but no food unless it is snack time or there are diabetic children or some other extenuating circumstance, such as a child forgot their lunch and was only now given it. I plan to save eating for special occasions, such as a fun day or hot chocolate on a cold day, so it feels special.

My students will not be allowed to get out of their seats during my lessons unless they raise their hand and ask for permission. Also, they will not be allowed to wear hats during class time. The students will not talk during announcements or in the hall and during the national anthem they are to stand still, hands at their sides, and are quiet. Another rule that I believe works successfully is when a child interrupts they must apologize and say "sorry for interrupting." If caught interrupting, the teacher will say is there something you want to say to me, and the student will stand and keep eye contact and apologize for interrupting. This builds citizenship in the classroom. There will be a sign in the classroom stating this rule. This eliminates talking during my lesson as the students feel badly and are embarrassed. However, it is not traumatizing for the students as I will not scold them but simply move on in my lesson with little time lost. Also, by seeing others apologize it acts as a reminder to the other students of the consequences of talking while I am. It will also ensure their future manners in society and in the home.

I will go over these rules and the general overall school rules with the principal before the school year starts, as well as send a newsletter home to the parents outlining these main rules so that everyone is on the same page. There will be signs displayed around the room as constant reminders of the rules and they will be reinforced often at the beginning and throughout the year.

Lastly, a rule I will enforce is that when the bell rings for recess and nutrition break, I will announce when the students can line up to go out, based on whichever table group is the quietest. It is in this way that I maintain control in an authoritative manner.

Classroom Procedures/Routines

I am a firm believer in routines as it constructs daily organization with no apprehension or confusion. Routines also assure safety, such as the case of fire alarms. By going over what to do in case of a fire alarm, as well as repeatedly having practice fire drills, the students know what to do in case there is ever a real fire in the building. Similarly, bus safety makes students aware what to do in case of an emergency crash on the bus, which is even beneficial to kids who do not take the bus because of field trips.

As far as in the classroom, time management is established because if the same routines occur every single day, time is not lost and more learning can take place. Also, chaos will not break out and uncertainty becomes limited. Starting in the morning, the students will come into the school and down the hall towards their classroom quietly and in single file. They will then take off their coats, put on their indoor shoes, and hang up their backpacks. If there is homework, they will bring that into the room and have it out on their desks and the helper of the month (as indicated on the chart at the front of the class, to the right of the blackboard) will come around and collect them. If there are any notes or permission forms they will hand them directly to me in the morning and I will as to remind them. The students will take their seats and stand for O Canada and then sit down and listen to the announcements. After this I will begin my lessons.

When the students go to the washroom they will ask and then sign out, which will enhance their ability to tell time. They will line up quietly at the door once their tables are dismissed, according to which groups are the quietest. Right before home time, they will get out their planners and if they have a signature from the night before (from their parents) they will get their name put into a bowl. Every Friday I will pull out a name from the dish and they will get to pick a prize out of my treasure chest. Also, each Friday after library they will clean their desks out so that on Monday the Clean Desk Fairy can come. At the end of the day, the students will put their chair on top of their desk and leave quietly, just as they have entered.

During assemblies, they will walk just like we have practiced in the hallway everyday. My students will only be allowed to do something if they say please, this way manners are formed even if they are not at home. Routines are the fundamental basis of a well organized, safe, and time managed classroom. Routines are good for children and help them feel comfortable if they know what is coming ahead and what is to be expected of them everyday. Especially for children that are nervous around new things, having a well-established routine that does not change helps them to feel safe and stable in the classroom environment.

In my lessons, I plan to implement an exciting hook every lesson to get the students engaged and excited. At the end of each lesson will be a consolidation where all of the students are involved in telling me, in a way of their choosing, what they have learned. All of my lessons will scaffold from modeled to independent learning and a lot of group work and class discussions will be the basis for my lessons. I want my students to feel comfortable and safe and excited to participate and share their insights and questions whenever they arise.

I plan to assess diagnostically and by using KWL charts at the beginning of the year and when I move onto summative assessment, I want the students to be tested not by the standard written tests but in a way they can be the best. Through learning centres, multiple intelligences and multiple learning can take place, as well as inquiry based learning.

Encouraging all Students/ Respond to Positive Student Behaviour/Responding to Negative Student Behaviour

I plan to encourage all of my students and will be enthusiastic towards each individual. I believe in positive reinforcement but think that it should be distributed equally. For example, if there is a gifted child and they are getting gold stickers everyday, the child who works immensely hard and only gets a level 3, they are going to feel bad about themselves. Instead, I am going to recognize each child's potential and reward his or her work just as much as anyone else.

I believe that behaviour starts with the teacher's lesson, if it is engaging, the students will want to listen and not fool around or misbehave. Also, if the lesson is intriguing, the children are more likely to remember it and apply and use it later on in their lives.

I am a big advocator for encouraging young children so I plan to get to know my students on a personal basis and will encourage them in their life outside of school as well. In this way, the children will see me as someone that not only encourages and cares in the classroom, but outside of school as well.

I plan to never raise my voice because once you reach your maximum volume; there is nowhere to go from there and then you are stuck. If they respect you, they will not need to hear you raise your voice but will listen to you in your normal tone. Children that misbehave are not bad children; they are either bored or need attention. By raising your voice, you are encouraging their attention seeking and only adding onto the problem.

When dealing with misbehaviour, I am going to remain calm and patient and think if the intent was intentional or accidental. It is best to use your own judgment on issues rather than create a big scene. Also, it is sometimes better to be subtle when redirecting behaviour, such as ignoring or giving the "look" or clearing your throat. However, if the problem persists, it is okay to be more overt in punishment, such as making the child the last to leave at recess. However, I am more in favour of the subtle approach because if a child is extremely high energy they need that recess to run and blow off some exuberance.

I use proximity frequently, such as when I am reading a novel to the class and someone is talking or not listening and I move and stand beside them. Also, when I am going over review I ask that their eyes and bodies are turned facing me in their chairs, which limits the opportunities for talking as they are in close proximity of me. I am fond of using warnings and verbal cues, such as saying the student's name.

I agree with the "Three Basket Approach," specifically behaviour modification. In this approach the child's consequences are based on their actions, such as a child throwing an eraser to their friend who does not have one, yes it was not intended to harm anyone but they still threw that eraser. So by giving that child a warning, they realize that, although it was not thrown in a harmful manner, it was not right. However, if the child persists in throwing the eraser, then a consequence can be granted. This is much like a second chance and allows you to change behaviour. I have faith in the fact that there is a difference between bad behaviour and misbehaviour. Bad behaviour is what happens when a child seeks attention and knows that their actions are wrong but do it anyway because there is no positive attention at home. Whereas misbehaviour occurs when a child does not know if something is wrong (such as the aforementioned eraser throwing incident). As teachers, we cannot assume that our students come to school knowing the difference between right and wrong, making it our duty to inform them. I believe in stating the rules and making sure that all students understand them and giving warnings and then acting (SWAT).

Conclusion