Classroom Management Philosophy

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 There’s a little bit of Marzano, Love and Logic, and Wang all wrapped up into one final philosophy of what I expect my future management to look like in a classroom. A lot must be taken into consideration when one is planning a philosophy of classroom management. Every group of students is uniquely different from another group of students and every student is an individual, unique from every other student. However, there should be certain expectations for every student to abide by in a classroom. The rules of a classroom must remain the same and enforced for every student, but the procedures of carrying out rules may need to be modified based on a particular group of students or for an individual student.

 It is also important that a teacher carries him or her self with motivation and kindness for the students. The classroom should have one authority figure, the teacher, but should not be a drill sergeant. Students should learn to take responsibility for their own actions and know the choices they have in the classroom. Ultimately, students should be able to carry out the classroom rules, know the procedures allowed, and know their individual voice matters to the teacher and will be taken into careful consideration.

 The teacher should greet students as they come at the beginning of the day and as they leave to go home for the night. The verbal environment provided is key to create an effective and productive learning environment for students. The teacher should be a model for all students’ expectations and behaviors. The teacher should respect each student’s individual needs and build a relationship based on understanding and empathy. A teacher can provide such needs for students through physical gestures, making eye contact, or using positive information the student provides about him or her self. The last and maybe most important is to allow one’s self to reflect on areas of strengths and weakness and to be constantly re-examining which of the above strategies needs to be modified or improved. (Marzano 2011)

 From the very first day rules and procedures for students will be made very clear. The rules of the classroom will set forth the behaviors and expectations for the students of the entire year. From day one rules and procedures should be talked about and re-enforced consistently. Rules should not be changed unless absolutely needed and should appropriately meet the age level of students. The procedures of the classroom, then, should help students execute the behaviors and expectations expected from the teacher. Procedures, unlike rules, specifically tell the students what is expected (Marzano 2011).

 The teacher should also take into consideration all students and their individual developmental level amongst other special situations when dealing with procedures. Students should also be given opportunities to express how they could best execute carrying out classroom procedures. This also plays into the welcoming environment a teacher should strive to create in the classroom. Providing students with such responsibility must also come with showing students a certain amount of empathy with consequences when rules are not followed (Love and Logic). The idea that students ultimately take responsibility for their own actions also comes from Love and Logic; that students eventually are able to problem solve on their own and develop consequences when discussed with the teacher.

 Consequences often times are correlated with discipline, but a teacher should avoid this term at all opportunities. Students should not be verbally chastised but rather given the choice to continue with such a behavior and be told hopefully it will work out, according to the theory of Love and Logic. The teacher should provide empathy for all students so they all may know of their value to the teacher and how important their individual opinions are to the wellness and order of the class. In addition, students’ actions will be weighed on an individual case. The ultimate goal is to have students learn acceptable ways in which they can problem solve the pickles they have gotten themselves into. It is all about providing students rules and procedures they know must be done, but allowing students room to breath and know their opinion has value and worth. This allows students to hopefully see in the future that when standing up for, but also listening to other’s opinions is a useful skill to have. (Love and Logic) The consequences should be discussed by both teacher and student, but ultimately decided by the teacher.

 In addition to listening to what students have to say about a given situation a teacher should also always remind the student that it is acceptable to power through a tough situation, that they can succeed. When the consequences are given to a student, the teacher will use empathy and understanding in regards to the student’s own opinion. Giving students options makes them feel empowered, while the actual authority is still with the teacher. When a teacher reacts to a situation right away, everyone’s emotions are already heightened, so it is more important to wait it out and let the students approach. However, if the students do not approach, the teacher must bring up the given situation when most convenient for the teacher, not the students. Love and Logic provides a classroom teacher with the tools necessary to give students a welcoming environment in which they can both academically and internally grow.

 Classroom management is no easy task to accomplish and can only be done by carrying out and re-enforcing wanted behaviors. The teacher is the key to making a classroom a successful learning environment, but with no structure or routine a teacher cannot expect his or her students to succeed. The ultimate classroom experience is to provide students an empathic and accepting environment while also expecting responsibility with rules and procedures. The philosophy of a teacher’s classroom management cannot be fully developed however until the teacher actually steps foot into his or her own classroom. It is still important though to recognize the ways in which a classroom can be managed effectively before going out into the workforce and has thus far proven to be very useful.