

Classroom Management Final Paper

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This class has taught me a lot about what it means to manage a classroom. Going into this semester, looking at my schedule and seeing this class on there I thought it would be all these staunch strategies that we could use to keep our kids in line and how to discipline with an iron fist. In some regards, I was correct, but classroom management is more from the heart than from the mind. It is more about fostering learning than controlling student's behavior. Classroom management is an incredible skill that can make or break a student's education, so I aim to be the best classroom manager I can possibly be.

My classroom philosophy in general is as follows; respect all, be responsible, think with your head, and love with your heart. This is a philosophy I choose to use in my daily life, and I admit that I do fail at times, but I wish to bring this philosophy into my classroom for my students to use and to use this as an example to my students of how to live a full life. Therefore, my classroom management philosophy will stem directly from this philosophy.

As students enter my classroom, I will be waiting at the door, and greeting them with a smile, a hello, and maybe even a fist bump or hi-five. I want my students to feel welcome and encouraged by me, I want them to know I am excited that they are in my class to learn and that they are an important person in my life. So, I hope a simple greeting as such can instill that into my students, even if they don't realize it right away. (Wong, 2014)

I will begin the year by instituting one rule; love thy neighbor as you love yourself. Now, this is from scripture, and if it doesn't include the book from the Bible, I think I could have it posted in my classroom. But I think that rule covers so much more than simply asking students to respect one another. To me, it is a way to see how you would want to be treated as a human being with dignity and respect, and it tells the students that the other students around them also desire to be treated in the same way they expect themselves to be treated. It also would apply in situations like a debate, especially if things get heated, the students can remember the rule and choose to love the student they are debating regardless of the difference in thought. (Fay, 2012)

Procedures I will institute are based off of Wong's book, "The Classroom Management Book", as I believe he outlines excellent procedures to best foster learning in the classroom. First off, for seating in my classroom, I would request to get tables that could seat three students across. This would automatically place students into groups based on the tables they are seated at. It also has more space than desks for the students to work, either together or alone. In regards to a seating chart, I would assign a seating chart but it would only last for two weeks, and then I would create another seating chart so the students will have to interact with a new group of students every two weeks. When students would enter the classroom, I would give each of them their own legal pad that they would use the whole year, and I would have a board work question or prompt on the board. This would get them to reflect on past lessons and retrieve information, it would get them thinking in the topic that is being presented on that day, and it would provide a sense of order and would facilitate a good learning environment within the classroom. I would then take a few minutes for a reflection (if in a public school), or a prayer (if in a private school), to get the students to educate their hearts.

Another procedure I would have is a cell phone cubby. I would require my students to place their phones in a cubby back behind my desk for the duration of the class period, unless I specify otherwise in the prompt on the board. This would help in limiting distractions to the students and myself, would show the students that I am here to learn because I would also have my phone in my own cubby slot, and it would be a good way for all to detach from the outside world and just focus on who is with us in the room and what is going on in class that day. In regards to turning in assignments, I will have a bin for each period, all labeled appropriately, that the students would have to turn in their assignments and legal pads in at the end of the class period. Late work will not be tolerated, and each day that an assignment is late it will be dropped a whole letter grade, unless the student has spoken to me and has made proper arrangements. (Wong, 2014)

For discipline, I would do a delayed style of discipline. I would try and calm the situation right away, but continue on with class and deal with it afterwards. To involve the parents, I would create a twitter page and an email group with all the parents. I would post weekly updates on twitter and would send a weekly email to the parents about the happening's in class. If a student does something good or even bad, I would be sure to email their parents and let them know of their victory, but also if they make a poor choice in my class. (Wong, 2014)

The last five minutes of class each day, I will institute something that I have actually thought of on my own. I will give the students an opportunity to share a struggle in their own life, a struggle in their family, someone they need thoughts or prayers for, a joyful moment in their life, a moment of thanksgiving, and anything that is on their hearts. I believe that this would foster a great community between me and all the students, because it would give everyone an element of humanness. I am not just a teaching robot; I am a human being, with feelings of

struggle, joy, gratitude, and so forth. And my students aren't just learning robots, they're humans who are learning to live, who suffer, who have joy, and who face many challenges. I want my students to be able to relate with one another on a deep level, in and out of the classroom. I want them to know that they are not alone in their daily struggles and those other students or myself are there for them, through any struggle and any joy. I want my classroom to be a safe environment that educates much more than the mind. One of my favorite quotes is by Aristotle, and it says, "Education of the mind, without education of the heart, is no education at all". Yes, I want my students to know their history and social studies, but more importantly I want them to love; themselves through their flaws and goodness, and others in the same light.

Typing this paper has given me so much excitement to one day have my own classroom and my own students. Teaching is a special field, and I am blessed to have a heart for youth and for the formation of young hearts and minds. My classroom is to be a safe place, filled with open and respectful dialogue, deep aspects of learning, and most of all, a place where a student can find someone who cares and can be formed into who they were created to be.

References

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