

Classroom Management Plan

Philosophy and Rationale

The goal of classroom management is to establish and maintain a healthy learning environment. Effective classroom management maximizes the time spent on learning and minimizes the time spent on discipline. The key element in achieving an efficient classroom is proactive planning. Preventing most undesirable behaviour can be achieved through well-organized and structured plans for each lesson. Planning must include activities that are engaging for students, address all developmental levels, and incorporate all styles of learning. Management issues noticeably decrease when the students are deeply involved in what is being learned.

Teacher behaviour is vital for minimizing time spent on classroom management. A teacher must stay abreast of current education research and apply it to the classroom. The teacher is responsible for modeling the desired behaviour for the students. Nonverbal techniques such as planned ignoring signal interference, written notes and proximity control are effective methods for handling much off-task behaviour without disrupting the rest of the class. Other low disruption techniques include name-dropping, "I" messages and brief reminders of established expectations.

Expectations and routines must be discussed early and posted where they are visible for all to see. Having students collaborate on developing the classroom expectations will give them a sense of accountability. A list of the established expectations and routines are sent home to parents for review and signing. The students themselves must also sign the list of expectations indicating that they are aware and understand them. Teacher and students must jointly understand each expectation and why it is in place.

The Collaborative Management Theory is employed to encourage both teacher and student input into classroom management. The teacher and students work together towards a harmonious classroom environment. Rapport building and the development of mutual respect ensures that each student feels valued within the classroom and is therefore less likely to have undesirable behaviour. Extra-curricular involvement with students promotes a positive relationship between students and teacher. In addition, awareness of and sensitivity to a student's home life and other issues can greatly enhance a teacher's ability to effectively handle management issues. Students are provided with choice and options, both in their learning and for discipline issues. Discipline measures must be linked to the behaviour itself and classroom or individual meetings are used to resolve problems. Effective classroom management promotes students' self-esteem and sense of self worth, while maximizing learning.

Key Elements

Classroom Arrangement:

- ◆ The student desks will be arranged to promote collaboration and group work.
- ◆ The seating arrangement will change periodically throughout the year to encourage students to work with new groups of people or in response to classroom management issues that arise.
- ◆ The teacher's desk will have a clear line of sight to all students and areas of the room.
- ◆ Supplies and resources will be set up in well-labeled centres throughout the room for easy accessibility.

Classroom Routines:

- ◆ Each lesson will begin with Bell Work that will be posted prior to the beginning of class. Students are expected to begin work immediately.
- ◆ Students will be assigned a variety of ongoing projects and activities that they may work on once they have completed the day's work.
- ◆ Transitions between periods will be run consistently and each student will be expected to be prepared for class by the beginning of the period.
- ◆ Students are expected to be prepared for class each day, with homework completed and all supplies available, ready to begin.
- ◆ Bathroom breaks and pencil sharpening will be done independently, without disruption to the class.

Classroom Expectations:

- ◆ At the beginning of the year, the students and teacher will collaborate on creating a list of acceptable expectations.
- ◆ The expectations will include respect for self, respect for each other, respect for property and respect for the teacher.
- ◆ The list will be discussed with the students and signed by each member of the class, including the teacher.
- ◆ Each parent will receive a copy of the classroom expectations and return a signed form stating that they have read and understood each expectation.

Behaviour Plan:

- ◆ First, students will receive a non-verbal cue (e.g. written note, proximity).
- ◆ Second, students will receive a verbal cue (e.g. name-dropping, reminder of expectations).
- ◆ Third, student will attend a student/teacher conference to discuss the issue.
- ◆ Fourth, student will receive a written note sent home to parents to be signed and returned.
- ◆ Finally, the teacher will arrange a parent/student/teacher conference to develop solutions to resolve the issue.

Communication Plan:

- ◆ Parents will be contacted on a regular basis and updated about the progress of their child.
- ◆ Communication will take the form of: notes, phone calls, e-mails, or parent/teacher conferences.
- ◆ Parents will be provided with several methods to contact the teacher, should they have any concerns: available meeting times, call the teacher at school, send a note, or send an e-mail.
- ◆ The teacher will strive to respond to every communication ASAP, preferably same day.
- ◆ Regular class newsletters will be sent home to all parents, updating them on current and upcoming classroom events.