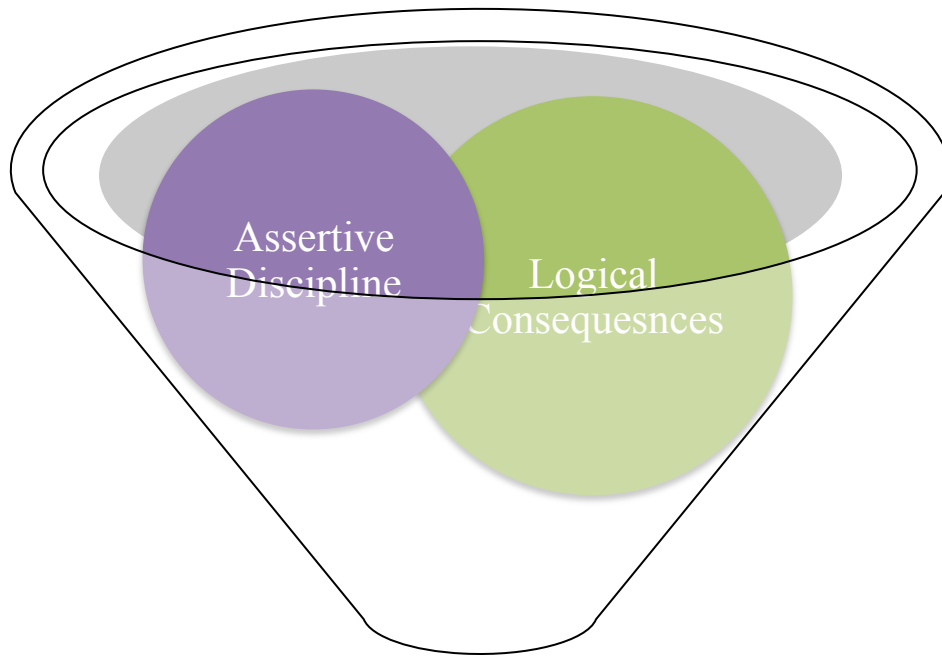


Personal Classroom Management Plan

This classroom management plan is a summary of my philosophies about classroom management. This plan will serve as a reference point for my beliefs as well as for strategies that support my beliefs. The plan, specifically how I'd exercise and what I'd exercise as preventative and corrective discipline reflect my beliefs about the importance of student autonomy, shared responsibility, logical consequences, positive student-teacher and parent-teacher relationships, and a foundation of mutual respect.

This plan, my personal classroom management plan, is a step-by-step guide in how I, as a teacher would establish a classroom and the management practices that are necessary to run an effective classroom. The steps outlined are a product of my belief that a classroom should be run cooperatively, by both the teacher and the students, a classroom in which learning happens how and why both the students and the teacher want it to happen. The classroom that this plan aims to help create will never be "my" classroom; it will be "our" classroom.

As a beginning teacher my philosophy of education and, more specifically, classroom management is just evolving. Despite this, I know now that classroom management is essential to the success of any teacher and any classroom. In my belief classroom management begins immediately, even prior to the beginning of the school year. Classroom management begins in correspondence to the arrangement of the classroom environment, the arrangement of classroom activities, with first initial contact with both the student and his/her parents, with the first day of school, and with the first occurrence of conflict. Classroom management is simply not something that just happens, it is something that is actively done. This plan serves as the first step in classroom management, providing me with beginning preparations and thoughts about exactly how and why my classroom will be managed.



**Shawna's Personal
Classroom
Management Plan**

What Do the Models Mean: Assertive Discipline and Logical Consequences

Assertive Discipline – Canter

ASSUMPTIONS:

1. Students must be forced to comply with rules.
2. Students cannot be expected to determine appropriate classroom rules and follow them.
3. Punishment will cause students to avoid bad behaviour and engage in good classroom behaviour.
4. Good behaviour can also be encouraged by positive reinforcement.
5. For proper classroom management, parents and school administrator must help to enforce rules.

CENTRAL IDEAS

1. **Canter believes that teachers have the right to:**
 - a. **Establish classroom rules**
 - b. **Insist that students follow rule**
 - c. **Receive help from parents and school administrators in disciplining their students**
2. Being assertive is the key to discipline. Teachers must create and enforce rules assertively to be successful in the classroom.
3. Assertive discipline involves:
 - a. Establishing rules
 - b. Punishing students who violate rules
 - c. Rewarding students for good behaviour
4. What Canter calls consequences is the same as punishment in the view of other discipline theorists.
5. Punishment stimulates rebellion and usually promotes the very misbehavior it is designed to eliminate.

Logical Consequences – Dreikurs

ASSUMPTIONS:

1. **Inappropriate behaviour is motivated by a need** to gain attention, exercise power, exact revenge, or display inadequacy.
2. **If the motive for attention is satisfied, inappropriate behaviour associated with other motives will not be manifested.**
3. **Inappropriate behaviour can be terminated by helping students find legitimate ways to satisfy their needs.**
4. Children can learn to understand their motives and consequently eliminate misbehavior by having teachers help them explore why they behave as they do.
5. **Students behave more appropriately in the classroom when they suffer the logical consequences of their behaviour.**
6. Presenting students with a choice between two alternative behaviours offers a sufficient basis on which they can learn to be responsible.

CENTRAL IDEAS

1. Do not be preoccupied with your own prestige and authority.
2. Refrain from nagging and scolding, which may reinforce misbehaving children's quest for attention.
3. Do not ask children to promise anything. They will use a promise to get out of an uncomfortable situation with no intention of fulfilling it.
4. Avoid giving rewards for good behaviour. Doing so will only condition children to expect rewards.
5. **Refrain from finding fault with children.**
6. **Do not hold your students and yourself to different standards.**
7. Do not use threats.
8. Do not be vindictive.

My Philosophical Beliefs About Classroom Management

My personal underlying assumptions about classroom management.

1. I believe that students are not inherently bad. Students do not spontaneously erupt and/or misbehave. Student misbehave is a **response to unsatisfied needs**. I believe that once students learn to recognize and communicate their needs so that those needs can be addressed and/or satisfied, misbehavior will dissipate and eventually, will be completely eliminated.
2. I believe that students behave more appropriately in the classroom when they suffer **logical consequences** for their behaviour. Logical consequences are consequences that are chosen by the teacher or the class as a logical response to a particular misbehavior. I believe that when consequences make sense they discourage misbehavior. I believe that logical consequences are so much more effective than punishment which does not need to be linked to the action at all and is just the response of a person in power.
3. I believe that *positive* student-teacher, parent-teacher, and teacher-administration **relationships** are at the heart of a properly managed classroom.
4. I believe that the standards that I hold to my students should also be held to me. I believe that **modeling** is of the utmost importance. I will model what I want to see in my students by talking and listening to students. I will be what and behave how I expect my students to be and behave.
5. I believe that students have the ability to be **self-regulating** and therefore to control, in many respects, their own behaviour. I believe that although a teacher should have some control that teachers should not be preoccupied with their own prestige and/or authority. I believe that teachers have to share the authority in an attempt to create self-regulating, responsible students.

6. I believe that **consistency** is key to all classroom management practices. I believe that any and/or all of the classroom management practices I use or implement have the ability/potential to be effective if I am consistent in their use. The key to effective management is not the severity but the consistency.
7. I believe in student involvement and therefore in the use of **classroom meetings** as a method of classroom management. I believe that the regular use of classroom meeting to raise issues and to resolve conflicts is highly effective as a classroom management tool. I believe teachers should provide leadership and management, not dominate the classroom.
8. I believe that the classroom environment should be based on a **foundation of mutual respect**.
9. I believe that teachers need to excite students about learning and learning should be based on **students' needs**. I believe that if students are excited about and engaged in learning they will demonstrate appropriate as compared to inappropriate behaviour.
10. I believe that teachers, when practicing classroom management techniques, should make **promises not threats**.

My Beliefs in Relation to the Models

Belief	Model					
	<i>Behaviour Modification</i>	<i>Assertive Discipline</i>	<i>Logical Consequences</i>	<i>Teacher Effectiveness</i>	<i>Reality Therapy</i>	<i>Jones Model</i>
#1			✓	✓		
#2			✓			
#3		✓				✓
#4			✓			
#5				✓	✓	
#6	✓	✓	✓	✓	✓	✓
#7			✓			
#8						
#9				✓		
#10		✓				

Comprehensive Discipline Plan

Preventative Discipline

When setting up my classroom to help prevent student misbehavior and to create the right atmosphere I will consider:

Physical Environment:

- When setting up my classroom to help prevent student misbehavior and to create the right atmosphere I will consider the physical environment. The physical environment includes:
 - *Setting Arrangement:* Where will students sit: While at their seats? While on the carpet?
 - I will have my students sit at table groups (of approximately four (4) students each). This type of arrangement encourages positive student-student relationships. Students, when grouped like this, have a source of peer support and engagement.
 - I will arrange my carpet area in a grid-like fashion. Students, in my experience, have a difficult time keeping their hands and feet to themselves so creating a grid (a grid box for each student) would separate students, making hands and feet issues less of an issue. I could, in addition, number each grid space and assign each of my students' numbers (perhaps randomly, through a draw). If the current, random, arrangement is not effective it would not be hard to do another draw, assign my students new numbers as implement a new seating plan.
 - **If my classroom is arranged in a manner which does not allow for misbehavior or severely decreases opportunities for misbehavior, this is a strong preventative discipline measure.**

- Classroom Arrangement: Where will my desk be? Where will the student desks be? Where are these desks in relation to each other? To the white board? To the SMARTboard? To learning resources (i.e. the Word Wall, etc.)?
 - I will arrange my classroom so that my students can see both the front and back of the classroom. This will give me use of a major part of my classroom for resources and materials which will be visible to my students. My white board and SMARTboard can be located and visible at the front of the classroom and my Word Wall and other resources can be located and visible at the back of the classroom.
 - Resources which do not need to be visible (i.e. the classroom library, computer workstations, etc.) may not be visible but they will be easily accessible.
 - If the teacher is visible to the students and the students are visible to the teacher they become more responsible to each other for their behaviour. This visibility increases accountability. If the students know that the teacher can see them and everything they do, they are less likely to misbehave. If the students can see the teacher they can use he/she as a resource, as a reference for what should be going on and how it should be going on, keeping them on-task.
 - If resources such as the white board, SMARTboard, Word Wall, etcetera are visible to students they are more to stay on-task and be engaged in the learning.

- Classroom “Decorations”: Is the physical classroom environment engaging? Is it distracting? Is how the classroom “decorated” in a manner which is appropriate for all learners? How about the students with ADD? ADHD?
 - I will have a colourful and engaging classroom. I will have to consider though that what is colourful and engaging for me, might not be engaging for some students, it, in fact, may be so overly engaging as to be distracting.

- I will decorate my classroom but I will not overcrowd it. I want my classroom to be engaging but not overwhelming.
- I will decorate my walls and bulletin board with relevant materials so that there is a purpose to every posting.
- If the classroom is “decorated” with learning materials and resources it will help keep students on-task and education focused. The classroom will be colourful, exciting, and welcoming while still being completely education focused, in a fun way. For example, having the alphabet posted would help keep class activities less disruptive because I, as the teacher, don’t have to constantly redirect and reinstruct students.
- If the classroom environment is not successful I will modify it, make changes that are more suitable for my class as a whole and for individual students as well as myself.

Student Autonomy:

- When setting up my classroom to help prevent student misbehavior and to create the right atmosphere I will consider student autonomy. Student autonomy includes:
 - Include students in *decision-making processes*.
 - I believe in allowing my students to have some semblance of student autonomy. Student autonomy, having my students participate in the decision-making processes of the classroom will encourage good behaviour if students know this student autonomy is a privilege, one that can be removed if misbehavior and/or poor decisions arise.
 - When students create and/or contribute to the construction of classroom rules, policies, and procedures they are rules, policies, and procedures that the students value and understand. If students value and understand the rules they are more likely to follow the rules as well as understand the fault in any misbehavior and the consequences that follow.
 - Find *value* in each of my students.
 - When each student feels valued personally and as a part of the class they will work harder to maintain good behaviour and avoid bad.

Student Interests and Needs:

- When setting up my classroom to help prevent student misbehavior and to create the right atmosphere I will consider student interests and needs. Student interests and needs include:
 - Ensuring that everyone's *needs* for attention and acceptance are met.
 - Students misbehave when their needs are not met, whether that need be for attention or other reasons (love, freedom, control, etc.). As a teacher I will try to identify the needs of my students, both personal and academic, and attempt to meet those needs to the best of my ability. When student's needs are met they are less likely to misbehave.
 - Develop a trusting *relationship* between teacher and student.
 - As a teacher I will try to develop strong, positive relationships with my students. If those relationships are formed students feel comfortable engaging in student-teacher conversation, feel comfortable enough to express their needs and wants. This ultimately prevents misbehavior.
 - Allow students to work at their own pace, be spontaneous, be enthusiastic, *explore personal interests*, and accept responsibility for themselves.
 - When students are interested in what they are learning and engaged in the likelihood of misbehavior occurring is significantly reduced. I plan to run a classroom that is exciting, hands-on, interactive, and fun. My students won't have time to misbehave because they will be so preoccupied with the happenings of the classroom. If misbehavior does occur, I plan to be spontaneous in my teaching, switch up the activity to reengage students.

Warnings:

- The noise level in the classroom is often a problem. I will post a gauge at the front of class to indicate the noise level in the classroom and what those noise levels correspond with in terms of my happiness as a classroom teacher. For example, the gauge when in the green means the class is functioning at an acceptable noise level and I am a happy teacher. A gauge when in the red means the class is functioning at an unacceptable noise level and I am not a happy teacher. The gauge will serve to *warn* the students that the noise level is unacceptable.

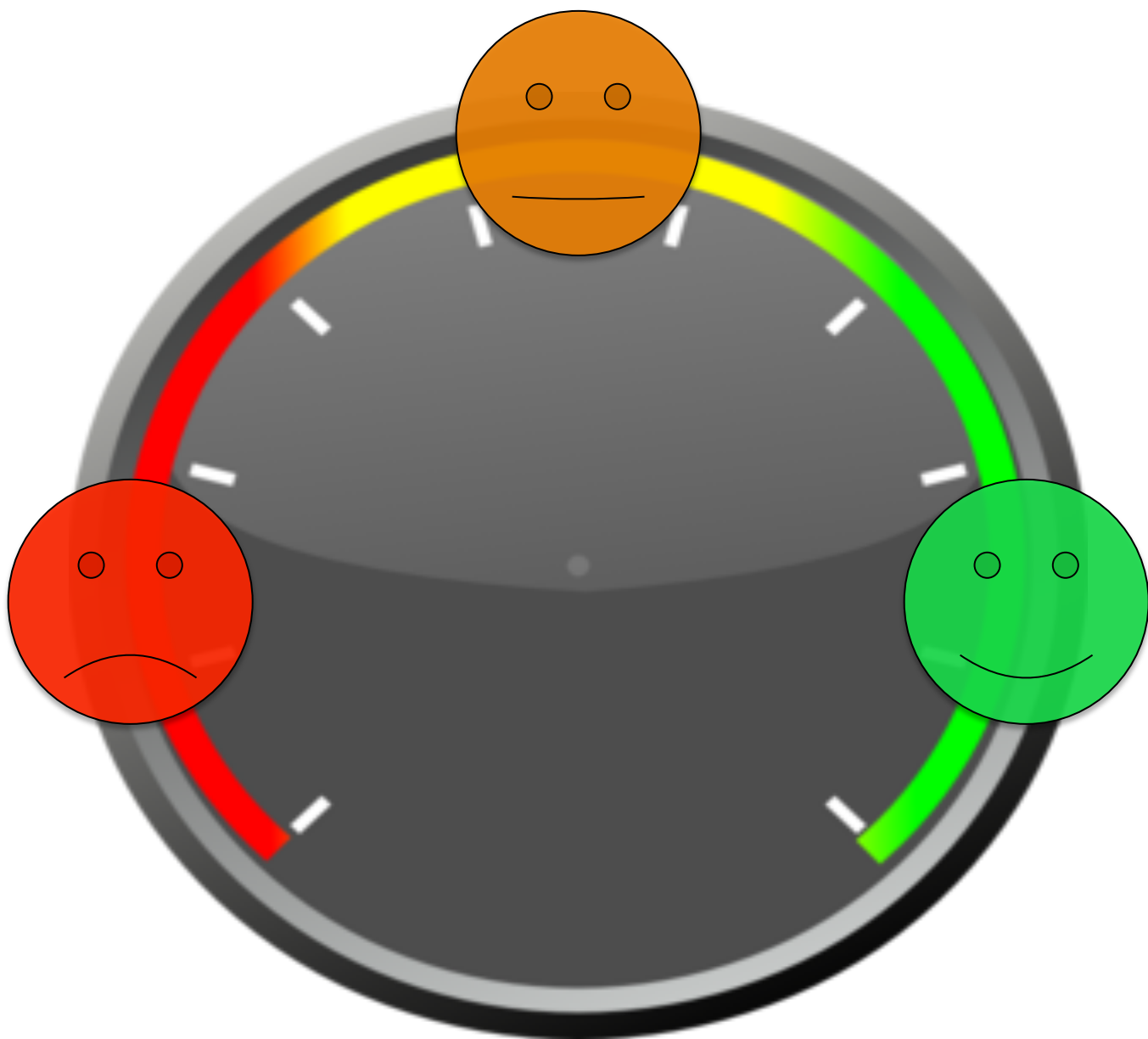
Rules:

- When setting up my classroom to help prevent student misbehavior and to create the right atmosphere I will consider classroom rule. Classroom rules include, for example:
 - Keeping ones hands and feet to oneself.
 - By making this a rule I will avoid a lot of opportunities for misbehavior. If students are taught to keep their hands and feet to themselves a lot of potential problems are eliminated. Misbehaviors that will be avoided through the implementation of this rule might include: hitting, kicking, poking, hair-pulling, etc.
 - I will clearly post the three (3) or four (4) major rules of the classroom in a visible location. My students will be clearly aware and easily reminded of the rules, rules which we will have created as a class.
 - I will also discuss, very thoroughly, the rules which are created, what they mean, and why the misbehavior they aim to prevent is inappropriate. The rules in my class will not be abstract notions created by a third party and/or having no relevance to the classroom, the students, and/or the teacher. Rules in my class will be meaningful and understood.
 - In addition, I will also avoid reinforcing or provoking misbehavior.

Motivators:

- To motivate my class I will implement of systems of whole class motivation. At the front of my class I will have a small podium on the bulletin board. If my class is behaving like first place students a gold medal will be posted on the podium, if like second place students a silver medal will be posted on the podium, if like third place students a bronze medal will be posted on the podium, if only like participants a participation ribbon will be posted on the podium and if behaving unacceptably a disqualified sticker will be posted on the podium. This system will act as a visual motivator. Students will know what it takes to earn each type of medal and should be motivated to achieve gold. I might even implement a student of the day system where the star student of the day gets to wear the gold medal around his/her neck from the period between last recess and home time.

Sample Noise Gauge



Corrective Discipline

- Class Meetings: *Class meetings are both preventative and corrective.*
 - The regular use of classroom meetings to raise issues and to resolve conflicts.
 - **During class meeting students are asked to help determine logical consequences.**
 - Teachers should not dominate discussions but should provide leadership and management.
 - Class meetings discuss the good things that have happened since the last meeting.
 - Discuss ways to avoid specific problems that might arise in the next week.
 - Classroom meetings provide an opportunity to review personal problems and raise new problems.
 - Classroom meeting provide an opportunity to examine personal responsibilities for how the class operates.

- Address the misbehaving child by name.
 - When a student is misbehaving I, as the teacher, will address the student by name, calling attention to the student and his/her misbehavior. I will address the student by name, make eye contact, and remain calm. The goal of this corrective behaviour is compliance. If compliance is given I will thank the student, by name. If the student does not comply, I will say their name again, move closer to them, and make the human relationship more real. As a result of this, the student should comply and therefore be thanked. If not, the student will be removed from the class and talked to individually about the misbehavior and why it is inappropriate.

- Attempt to understand students' motives.
 - If I, as a teacher, want to eliminate misbehavior, I have to understand the motive that causes the misbehavior. If I understand students' motives I can correct my teaching in an effort to correct student behaviour. For example, if I have a student who is disruptive, as in calls out and needs constant redirection, he/she might be misbehaving because his/her need for attention is not being satisfied. If I

understand this I can act to satisfy the need and stub out the misbehavior. In this case I would look for areas and situations in which I could provide positive attention to the student, hopefully eliminating his/her attempts to get attention in negative ways.

- Help students *understand their own motives*.
 - Doing this will help students to self correct before I, as the teacher, explain how I will discipline them for the misbehavior. If students can, on their own, recognize their own motives and in turn look for positive ways to satisfy those motives then misbehavior is eliminated. I will teach my students about motives, motives for gaining attention, exercising power, and/or displaying inadequacy. By teaching my students what these motives are, I will correct their misbehavior.

- Help students *exchange their mistaken goals for useful ones*.

- Encourage students to become *committed to their new goal*.

- Teach students to *apply logical consequences*.

- And, in the worst of cases and/or for students do not respond to any other form of preventative or corrective form of discipline I will, as the teacher, use *punishment*.
 - Any punishment used, like any consequences used, will be logical. I will reprimand the offending student. Consequences will include a phone call or letter written home, removal from classroom activities, time-out, and/or a removal of privileges.

Procedures and Routines

Morning Procedures and Routines:

- Students enter the classroom at the sounding of the bell.
- Teacher welcomes students, as many as possible personally by name.
 - Example: “*Good morning Jane!*”
- Students hang up personal belongings including; knapsacks, coats, snow pants (in the winter), etc. on personally labeled hooks, one hook for each child.
- Students take their agendas from their knapsacks, taking them to their table spots where they open them to the correct date for the teacher to check and sign.
- Students take down their chairs from their positions on top of their desks and put on their indoor shoes.
- Students exchange their home-reading books.
- Students check the job chart, find their name and the corresponding job and complete that job (if it is a job to be completed in the A.M.)
 - See Attached Sample Job Chart
- Students engage in ten (10) minutes of Free Reading where they select a book from the classroom library and read at their desks.
- Teacher prompts students to put back Free Reading books and join her on the carpet.
- Teacher guides students through morning routine of: the calendar (month, day, year), the weather, the pocket chart (“Today is _____. Yesterday was _____. Tomorrow will be _____. It is _____ and _____ outside.), the morning message, and counting the days at school. (All jobs completed by students as per the Job Chart.)
- Lesson commences.

Lunch Procedures and Routines:

- Five (5) minutes prior to the beginning of the lunch period lesson is stopped via a calling on the students to “show me your eyes and hands.”
- Students are instructed to clean up the materials they are using.
- Students staying for lunch are sent to wash their hands at the back of the classroom (presuming there is a classroom sink).

- Students going home for lunch are sent to get their coats on, change their indoor shoes to outdoor shoes, etc.
- Students staying for lunch get their lunches from their knapsacks, take them to their table spots and can begin eating.
- Students going home for lunch line up at the door and wait for the bell to ring. Upon the ringing of the bell they are dismissed.
- Students are supervised during the lunch period by a lunch supervisor (indoor) and duty teacher (outdoor for recess). I am not required to manage the class during the lunch hour but do, with the lunch supervisor, if in the classroom.
- Students end their lunch period after approximately an hour and re-enter the school at the ringing of the lunch bell.
- Students again hang up their things and change their outdoor shoes to indoor.
- Students again engage in a ten (10) minute Free Reading period.
- During this time the teacher pulls out a small group of students and runs a short guided reading lesson.
- At the end of the Free Reading period and guided reading lesson the teacher calls the students attention again by asking for “your eyes and hands.” Students are instructed to put away their reading materials and join the teacher on the carpet.
- Lesson commences.

End-of-Day Procedures and Routines:

- Fifteen (15) minutes prior to the end of the day the teacher will end the lesson, have the students clean up their materials, and get out their agendas.
- The teacher will redirect the attention of the students to the white board at the front of the classroom where a message summarizes the happenings of the day will be written, using, if possible, site words from the week.
- Students will write the message in their agenda. It will summarize for the students what happened that day and be a communication home about what happened.
- I will check each agenda, ensuring for proper printing.
- I will add any addition notes to each agenda, whether it be one for everyone in the class or for an individual student.

- Students, once their agendas have been checked, will be instructed to put their agendas in their knapsacks and get ready to go home. Students will dress and line up at the door until the dismissal bell rings.
- Students are dismissed, the teacher sending each student off personally, addressing them, whenever possible, by name.

Recess Procedures and Routines:

- Recess occurs once in the morning and once in the afternoon.
- At recess time, the lesson will be postponed, the teacher will not rush to finish the lesson or provide any more instruction after the recess bell rings.
- Students will dress for recess; change their indoor shoes to outdoor. Teacher will prompt students to dress appropriately (i.e. wear mittens, etc.).
- Students will go out for recess.
- Teacher will remind students if it is a “little kids” day and if they are allowed to play on the play structure.
- An outside duty teacher supervises students during the recess period.
- Bell rings and students come back into the school, sometimes having to be prompted by the duty teacher.
- Students again hang up their coats, etc. and change from their outdoor shoes into their indoor shoes.
- Students, at the prompt of the teacher will rather continue the lesson activity or join the teacher on the carpet for the next step or subject.

IDEA: If the amount of time my students are taking between the ringing of the bell signifying the end of recess and when I feel is appropriate for my students to be reengaging in the lesson or with me I, as the teacher, could make reengaging a race. I could set a simple timer (for a predetermined amount of time) and make it a race to see if my students can beat the timer. This might serve to motive my students and decrease the amount of time wasted.

Bathroom Procedures and Routines:

- Teachers cannot refuse students the right to go to the washroom and therefore I, as a teacher, I will have to find a way to incorporate a bathroom routine.
- When students have to go to the washroom they will, under gender-specific categories, write their names on the whiteboard. One student of each gender is allowed in the washroom at a time. If you are a girl and a girl already has her name on the board, signifying she is in the washroom, you cannot go to the washroom until she comes back to the classroom and erases her name, making space for your name on the board and allowing you to go to the washroom.
- This system allows for students to go to the washroom when they need while not be disruptive to the rest of the class and their learning.

Hallway Procedures and Routines:

- Students should demonstrate “hallway manners”. Hallway manners include walking, not running, holding hands on hips (to oneself), and walking in a straight line.
- Students, prior to entering the hallways, will line up in the classroom. A line leader and caboose for the week will have already been determined and those students will take their places at the front and back of the line.
- When I, as the teacher, feel that an adequate amount of time has been given to the students to organize themselves and settle I will announce, “Alright, Grade ___’s, hands on hips, lips zipped” and lead the class on a hallway trek.
- The students will know that if hallway manners are not demonstrated, for example, the class is too loud, the whole class will be turned around, taken back to the classroom only to try the walk again. If the students don’t follow hallway procedure and the class is taken back the class knows that, logically, the time it takes to re-walk is time they lose from rather gym, music, library etcetera.
- This type of procedure motivates the students individually and as a group. Students will remind their peers to show hallway manners because no one wants to miss gym, music, or library.

Rules

As a member of this class I will:

1. Keep my hands and feet to myself.
2. Treat others as you would like to be treated.
3. Show respect to others, the classroom, and myself.
4. Be prepared to give my best effort.
5. Do nothing to keep the teacher from teaching and anyone else, myself included, from learning.

To generate these rules I would hold a classroom meeting on the first day of school. I would start a dialogue with my students about rules: the purpose of rules, what kind of rules we have at home, at school, etc., what happens when we do and don't follow the rules. To prompt the generation of classroom rules I would ask my students about what kind of rules they have had in previous classrooms and whether those rules were good rules or bad rules, what each of those rules meant, if they worked, if they were easy or hard to follow, and if they would be good rules to have in our classroom? From this discussion I would have students pick four (4) or five (5) rules from the brainstormed list to be our classroom rules, rules for myself as the teacher and them as the students to follow.

After the generation and discussion of the four or five rules which my students and I cooperatively generated and selected I would make a very clear and concise visual displaying the rules of our classroom. A visual acts as a constant reminder. If a student is misbehaving or breaking one of the rules I can ask, "(Student's Name) what is Rule #2?" I would have the student repeat the rule back to me and then ask, "Are you following that rule?" To which they would answer negatively. I would then ask, "What does following that rule look, feel, and sound like?"

I want to have rules that are not only followed but also understood. It will be very important to me as a teacher to have my students not only understand that we have rules but also why the rules are important, what following versus not following the rules means for our class, and what following each rule looks, sounds, and feels like. All of these things will be discussed in depth.

Examples – My Plan in Action

Major Incident:

Situation: Students are to form a line in the classroom in preparation for walking in the hallways. There is a dispute between two (2) students about where in line his spot is. One student claims that the other budged in line while the student being accused disagrees and pushes into the line. The disagreement escalates into a shoving match. Things escalate quickly and result in one student, the accused, being pushed to the ground. The pushed students falls hard and the result is a bloody nose.

Preventative Steps Taken Prior to the Incident:

- Implement Classroom Rules – students are aware that a rule in our class is that we are respectful and a part of being respectful is keeping our hands and feet to ourselves. Students are also aware of hallway behaviours, how they should prepare to and do walk in the hallway.
- Warnings – remind the students that there is no budging in line, that budging is inappropriate behaviour and ask them to show you proper hallway manners.
- Separate – if the students are still being uncooperative with each other I, as the teacher, would intervene and separate the students, assigning them to places in the line, not beside each other.

Corrective Steps Taken as a Result of the Incident:

- Logical Punishment – both students would have to write a letter home to explain what happened and why it happened. Both students would also have to write apology letters to each other as well as to the class as a whole for being inappropriate, unsafe, and for taking time away from the activity we were lining up to go to (gym, music, library, etc.). Until the students feel they had realized what they did was wrong, what the appropriate behaviour in the situation would have been and demonstrate to me that they can follow that appropriate behaviour they would stay in the classroom while the rest of the classroom goes wherever it is they are going via the hallway; they would stay in the classroom and wait for me to return to walk them personally to join the rest of the class.

- Involvement of Parents – a phone call would be made home to explain the situation to the parents of both students involved. The support of parents would help eliminate the misbehavior.
- Class Meeting – in addition to the previous corrective steps I would hold a class meeting to reteach classroom rules and discuss the inappropriateness of the event that unfolded (not the inappropriateness of the students – big difference).

Minor Incident:

Situation: During carpet time a student cannot keep his hands to himself, he is repetitively pestering another student by poking him in the back. As a result of the misbehavior, either student is engaged in the lesson and the problem begins to become distracting for the other students around the two (2) students in question.

Preventative Steps Taken Prior to the Incident:

- Carpet Grid Arrangement – assigns students a spot on the carpet, spaces children out in an attempt to make the “keep your hands and feet to yourself” rule easier to follow/less tempting to break
- Warnings – remind the student that the behaviour that he is exhibiting is inappropriate, that it is breaking the “keep your hands and feet to yourself rule” and that that rule is important because when we don’t keep our hands and feet to ourselves the possibility exists that someone could get hurt and because when we don’t keep our hands and feet to ourselves we interfere with our own and other students’ learning.

Corrective Steps Taken as a Result of the Incident:

- Address the Student by Name – call attention to the student and the misbehavior, ensure that the misbehaving student and the class know that I, as the teacher, have noticed the misbehavior, do not approve, and will not allow it to continue.
- Attempt to Understand the Motive – assess why the student is misbehaving and whether I can quickly satisfy the need and stop the misbehavior.
- Exchange the Mistaken Motive – if the student is misbehaving due to a need for attention I, as the teacher, could make the student my assistant in whatever activity we are doing.

By doing this I would be providing the student with a positive output for this over-activity and satisfy his need for attention in a positive way.

- Class Meeting – if any or all of the previous corrective steps are not successful I would call a class meeting to reteach the classroom rules and why they are important, emphasizing the “keep your hands and feet to yourself” rule as it appears to be a problem.

Non-Classroom Situation:

Situation: Social media is a reality. One of my students is being cyber-bullied by another student on a social media site. Negative comments were posted about one student by another student. From a third-party I, as the teacher, am made aware of the situation.

Preventative Steps Taken Prior to the Incident:

- Implement Classroom Rules – implement the “treat others as you would like to be treated” rule and emphasis the broad, everyday importance of this rule, not just at school but at home (with parents, siblings, etc.) or at daycare, etc.
- Promote Student Autonomy/Responsibility – teach students that they are responsible for their actions and therefore will be held responsible for them (here in the case of misbehavior).

Corrective Steps Taken as a Result of the Incident:

- Find Out Why - talk to the two students involved privately, first one at a time and then together. Find out why the misbehavior occurred. Once I know why I would address the issue, try to find a compromise or solution to any problem that might have prompted the post. I would strongly recommend the removal of the post and the delivery of a formal apology.
- Bullying Workshop – host a bullying workshop. Cyber-bullying is a form of bullying. I would draw attention to the issue, addressing what it looks, sounds, and feels like and why it is inappropriate and hurtful. After teaching my students about bullying I would have them create a mini bullying workshop to present to another class, just to really pound in the importance of bullying awareness and activism.

- Involvement of Parents – I would make a phone call home to both parents to remind them of the realities of social media and the hard-hurting effects it can have. I would explain the situation to parents, probably first making them aware of it and then offering some tips on how to talk to their children about it, possibly even sending home resources on bullying and how parents can act to prevent and combat it.
- Class Meeting - hold a class meeting and discuss the importance of kindness and the broad applicability of the classroom rules, of “treat others as you would like to be treated”.

Developing Relationships with Parents

I see parent-teacher relations as key to a properly functioning and managed classroom. Positive relationships, between the teacher, her students, and her students' parents, form a foundation for clear, consistent, and open communication. Such communication, in terms of classroom and behaviour management, is both preventative and corrective. Parents have a strategic role to perform in helping teachers maintain good classroom discipline.

Parent-teacher relationships are beneficial in that they increase the potential for success, the potential for my success as a teacher and my students' success as a learner. Solid parent-teacher relationships offer a source of support and security. Parents offer a new perspective to teachers and teachers offer a new perspective to parents. Parent-teacher relationships are an opportunity for growth and opportunity.

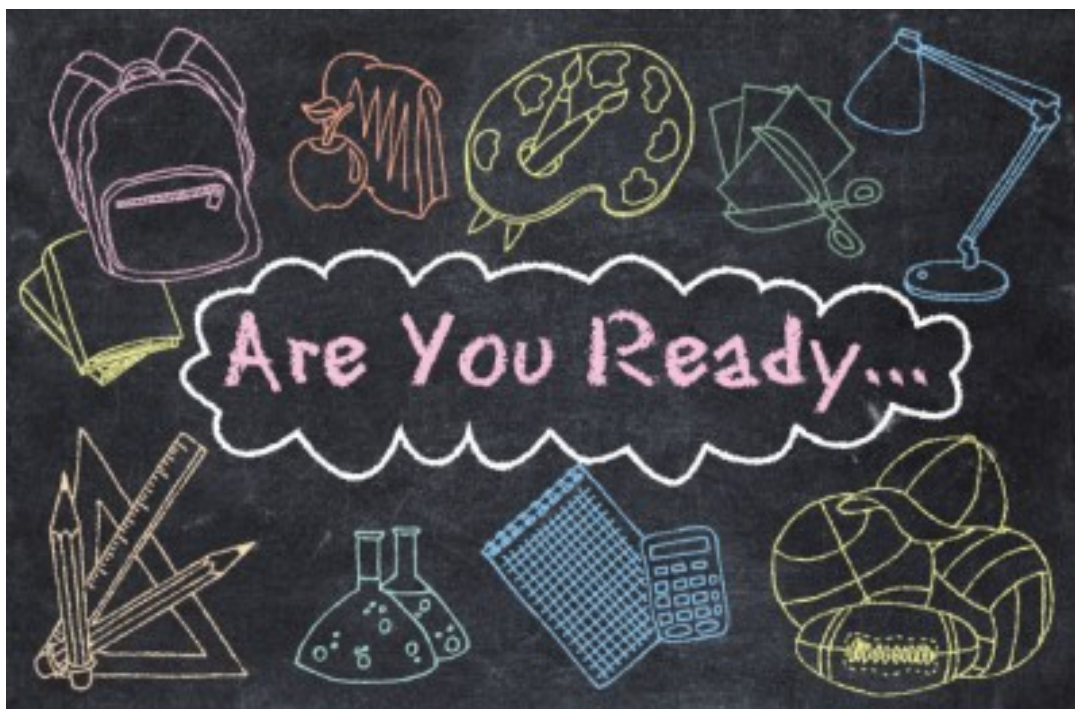
Solid relationships, parent-teacher and other relationships, are based on factors including: trust, communication, understanding, patience, and common goals. These things will be the foundation of the relationships I intend to build with the parents of my students. Establishing these things will help ensure I have positive relationships with parents and positive relationships with parents often leads parents to having positive perspectives.

I believe that the parent-teacher relationship should begin before the school year does. As a teacher I will begin the development of parent-teacher relationships prior to the beginning of the school year. Parents, as well as students, may be anxious about their child entering a new grade and a new classroom with a new teacher. By making contact prior to the beginning of the school year the teacher can reduce any apprehension parents might have about the new teacher. Making pre-school year contact provides teachers an opportunity to make a first impression, a good one on their own terms. Pre-school year contact allows me, as a teacher, to plan for a good first impression and does not leave me to have that first impression happen whenever it happens.

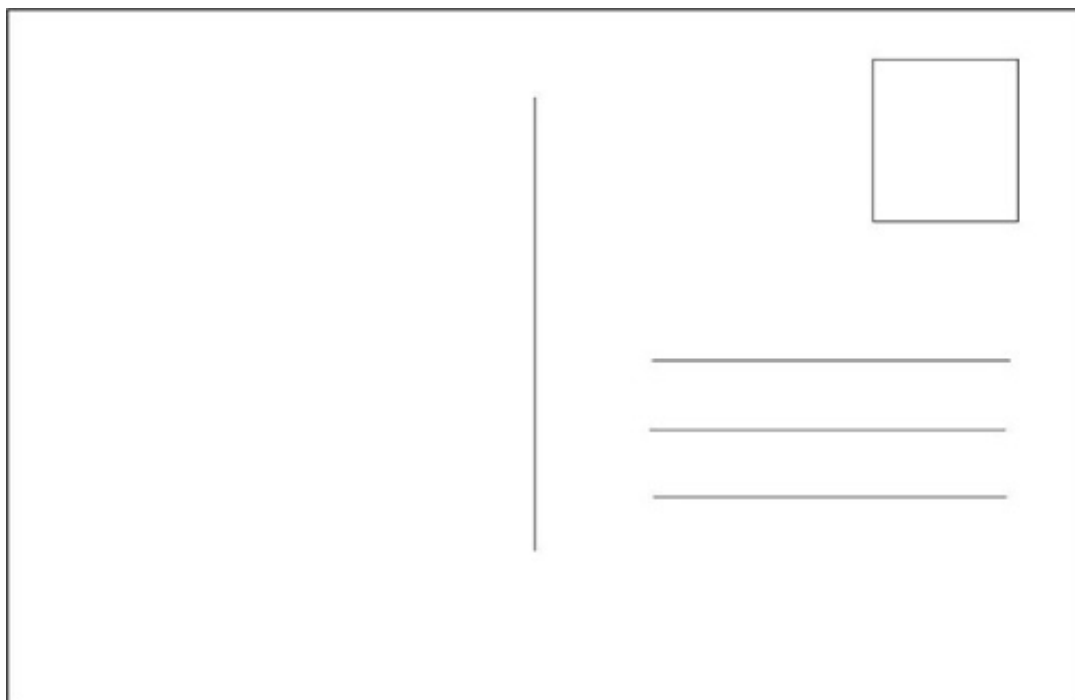
As a method and/or means of pre-school year contact I, as a teacher, could send, via post, a introductory post-card. The post-card would introduce me, as the teacher, both personally and academically, to my student and his/her parent. The post-card would also introduce our classroom and what will, as of September, be the happenings in that classroom. In response to my post-card I would welcome my student to write a post-card to send to me, introducing his/herself. I would also welcome the parents of my students to write a post-card in response to mine, introducing themselves and their child, my student, to me.

Sample of Post-Card to Be Sent Home as a Pre-School Year Introduction

Front:



Back:



Developing relationships with parents is an ongoing process. Making an introduction is just the first step. Parent-teacher relationships have to be ongoing. As a teacher I will make a conscious effort to keep in touch, communicate regularly, with the parent's of my students. I will use methods of communication including:

- Communication via face-to-face interactions
- Communication via a regularly updated classroom website
- Communication via weekly "Monday Memos"
- Communication via Home-School communication books/agendas
- Communication via email

As a teacher I will share classroom expectations with my parents at the beginning of the school year and continue communication from there on. My introduction to parents will be followed up by phone calls and emails, enlisting support, asking for suggests, and learning about the student's prior experiences. I will communicate with my parents about their roles. I will follow-up each point of contact with conversation.

When developing relationships with parents consistency is key because when parents see that consistency they perceive predictability and they can trust that predictability. If the parent-teacher relationship is well developed/established parents can expect and rely on the teacher to communicate information, both good and bad, both general and specific.

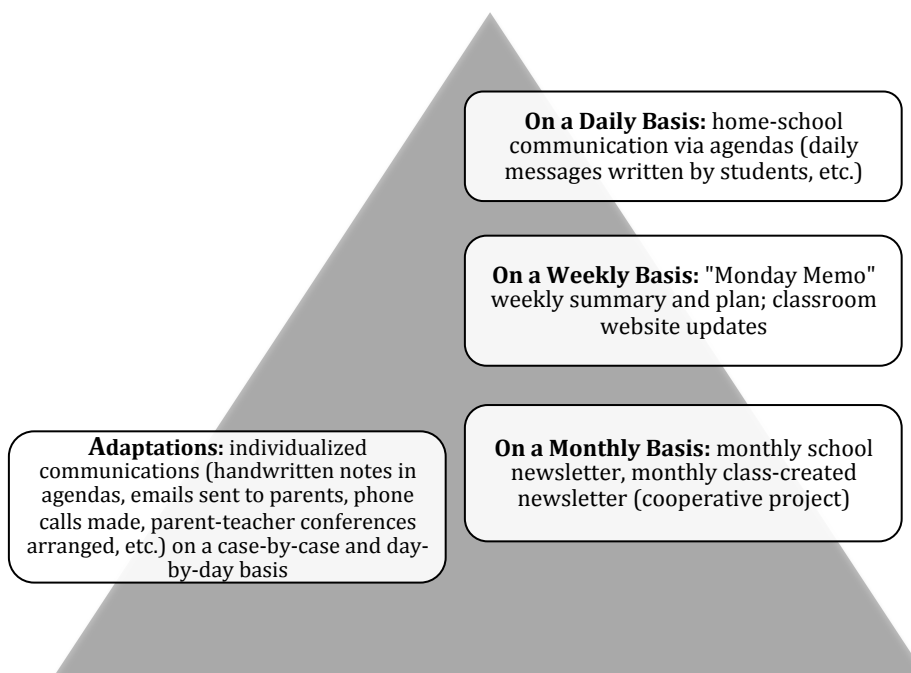
I feel strongly about parent-teacher relationships and therefore as a part of this, part of their development, growth, and continuation, is accessibility. As a teacher, because I value well-developed parent-teacher relationships, have to be accessible and available for those relationships. I have to be available for face-to-face interactions, before, during, and after school, available for email and technology-related communication, available for written communication, and any other method of communication requested or desired by the parents of my students.

In an effort to develop strong parent-teacher relationships I will also run excellent parent-teacher conferences. Face-to-face interactions are the ideal way to communicate and therefore I will use every opportunity to invite parents to participate in, engage in, and communicate about their child's learning. Parent-teacher conferences are a time to get parents working collaboratively with me to ensure positive learning experiences for their children. It is an opportunity to engage parents in observing and discussing their child's work. Parents will be

welcome in my classroom and, hopefully, this sense of inclusion will help ensure a positive connection and established relationship.

As with everything, actions speak louder than words. My actions, how I go about developing and growing parent-teacher relationships, will speak louder than what I simply say about parent-teacher relationships, especially if those words are not reinforced by any type of action. To have with my parents the type of relationship I desire I will have to actively incorporate communication inside and outside of my classroom.

Tentative Communication Schedule:



Sample Daily Communication: Agenda Entry – *A report on the daily happenings of the classroom. Adaptation: Added individualized teacher comments – shared with student (should be an active participant in learning) and sent home to be seen by parents.*

January 2011	
4 Monday	
5 Tuesday	
6 Wednesday	
7 Thursday	
8 Friday	
9 Saturday	10 Sunday

Vertical column on the right: A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z

Diversity

Diversity exists in many forms. Individuals are physically diverse, culturally diverse, religiously diverse, sexually diverse, socioeconomically diverse, and politically diverse. No one is the same. I will experience a breadth of diversity in my classroom. Problems related to and surrounding the issue of diversity will arise in the context of my classroom. These issues will need to be addressed.

My first dealing in diversity will be to teach the value of difference. “Normal” is a socially constructed “norm” or conceptualization. There is no such thing as “normal,” everyone is different and no one different is any better than any other. I will teach my students about the prevalence and wide-spread existence of difference and diversity. In the beginning of the year, in an effort to create an accepting environment right from the start, I will teach a lesson about diversity. I will personalize the lesson, make it a discussion about “How are we different?”

I will ensure that my acceptance of difference is related in the classroom environment, materials, and discussion. I will ensure that there is no “universal” in my classroom. The materials I display on my walls and bulletin boards will reflect the diversity in the classroom, in the school, and in a broader, global world. The books I have in my classroom library and read to my students will reflect a classroom reality, one of diversity. I will ensure that my actions speak just as loud as my words. It will not only be said that diversity is acceptable it will be shown.

Equality is essential. This will be a motto in my classroom. It will be a goal of mine each year to establish a sense of equality in my classroom and in my students. My students will be equalitarian because I will establish a **no-tolerance policy** for any form or demonstration of sexism, racism, classism, sizism, ageism, or any other form of discrimination. Any display of discrimination will not be tolerated in my classroom. If students cannot respectfully and appropriately participate in classroom activities and/or classroom life they will not be able to participate at all. Students will be removed from the classroom if they demonstrate inappropriate, discriminatory behaviour. I will send my students to a quiet place, a place were I will have a selection of multicultural books, books about diversity, and books about acceptance. Reading these books is directly related to the misbehavior and therefore will be a logical repercussion/activity until I, as the teacher, can speak directly with the student about the misbehavior. As a teacher, discussing the misbehavior with my student, I will act to ensure that

the misbehaving student recognizes the flaw in their behaviour. Because relationships, student-teacher and student-student, are very important in the context of my classroom I will ensure that an apology is made to the student discriminated against by the offending student. This is a consequence but not one aimed at the student. The consequence is a result of the bad behaviour, not the result of a bad student.

It is my hope that such displays are very infrequent in my classroom. I will make a big deal about the unacceptability of discriminatory behaviour each time it occurs. I will gather my class and hold a class meeting after such occurrences. I believe that the regular use of classroom meeting to raise issues and to resolve conflicts is highly effective as a classroom management tool. I believe teachers should provide leadership and management, not dominate the classroom. I will have taught my students about diversity and the inappropriateness of discriminatory behaviour so classroom meetings in this case will serve to reinforce classroom expectations.

Sample No Tolerance (for Harassment) Policy

Harassment is defined as any unwanted physical or verbal conduct that offends or humiliates the recipient, that interferes with their ability to work and learn or leads to adverse job-related consequences, and that any reasonable person ought to have known would be unwelcome. It does not include the legitimate exercise of supervisory authority regarding performance reviews, work evaluations, or valid disciplinary measures. It may include direct or implied threats of firing, loss of promotion or loss of pay raise, or may create an intimidating, hostile, or offensive work setting. Examples of harassment include, but are not limited to, racial or sexual slurs, name calling, racist or sexist jokes, negative stereotyping, physical assault, bullying, threats, demeaning pictures, posters and graffiti.

Harassment includes the following categories of behavior, whether the behavior occurs once or many times:

- a) **Discriminatory behavior:** Discrimination refers to treating people differently, negatively, or adversely because of one or more of the following prohibited grounds of discrimination: race, color, ancestry, place of origin, political belief, religion, age, sex, sexual orientation, marital status, family status, physical or mental disability, or pardoned criminal conviction.
- b) **Personal harassment:** Personal harassment includes objectionable conduct, comment, or display made on either a one-time or continuous basis that demeans, belittles, or causes personal humiliation or embarrassment on the part of the recipient. It may or may not be linked to discriminatory behavior.
- c) **Sexual harassment:** Sexual harassment refers to any conduct, comment, gesture, or contact of a sexual nature, whether on a one-time basis or a series of incidents, that might reasonably be expected to cause offence or humiliation or that might reasonably be perceived as placing a condition of a sexual nature on employment, an opportunity for training or promotion, receipt of services, or a contract. Examples of behavior that can constitute sexual harassment include, but are not limited to:

- unwanted touching, patting or leering
- sexual assault
- inquiries or comments about a person's sex life
- telephone calls with sexual overtones
- gender-based insults or jokes causing embarrassment or humiliation
- repeated unwanted social or sexual invitations
- inappropriate or unwelcome focus/comments on a person's physical attributes or appearance

d) **Bullying:** Bullying consists of behavior to attack and diminish another by subjecting the recipient to unjustified criticism and trivial fault-finding, humiliating the recipient (especially in front of others), and/or ignoring, overruling, isolating and excluding the recipient. If from a superior, bullying may include setting up the recipient for failure by setting unrealistic goals or deadlines, or denying necessary information and resources; either overloading the recipient with work or taking all work away (sometimes replacing proper work with demeaning jobs); or increasing responsibility while removing authority.

e) **Abuse of authority:** Abuse of authority refers to an individual improperly using the power and authority inherent in a position to endanger a person's job, undermine the performance of that job, threaten the person's economic livelihood, or in any way interfere with or influence a person's career. It is the exercise of authority in a manner that serves no legitimate work purpose and ought reasonably to be known to be inappropriate. Examples of abuse of authority include, but are not limited to, such acts or misuse of power as intimidation, threats, blackmail, or coercion.

f) **Poisoned work environment:** A poisoned work environment is characterized by an activity or behavior, not necessarily directed at anyone in particular, that creates a hostile or offensive workplace. Examples of a poisoned work environment include but are not limited to: graffiti, sexual, racial or religious insults or jokes, abusive treatment of an employee, and the display of pornographic or other offensive material.

To Conclude...

My classroom management plan exists as a management tool and classroom resource. This plan summarizes my beliefs about classroom management and is a product of my educational philosophy. The plan, specifically how I'd exercise and what I'd exercise as preventative and corrective discipline reflect my beliefs about the importance of student autonomy, shared responsibility, logical consequences, positive student-teacher and parent-teacher relationships, and a foundation of mutual respect.

Classroom management is essential to the success of any classroom. A well-managed classroom has an implemented and understood set of rules and expectations to which students are held and are expected to hold themselves. Students understand the rules and expectations and uphold them, understanding their role in the creation and maintenance of a healthy, happy, fun, well-functioning classroom. Students also understand the repercussions associated with a lack of respect for the rules. These repercussions are logical and therefore reinforce the rules. My plan outlines this, both how I would act to prevent and correct discipline.

This plan, my personal classroom management plan, outlines the first steps in creating a well-managed classroom. The plan in no way covers all of the aspects of classroom management as the manageability of my classroom will constantly be challenged, much of the time by things which I, as a teacher, will not be able to predict and/or plan around. A properly managed classroom is not something that will simply happen, it is something I will have to constantly do, plan for and improvise to achieve/maintain. The plan provides a solid base for classroom management and after having completed it my confidence in my ability to run and manage a classroom has increased tenfold. I, with the strategies and plans outlined here, teach a well-managed classroom of well-managed students.