

# Classroom Management Plan

EDCM201  
Autumn 2010



by Jennifer Pendleton

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## TODAY'S LECTURE

- The Importance of Planning
- The Process
  - Developing a Plan
  - Implementing
  - Reviewing

**10 min BREAK**

- Top Tips for your Assignment
- Final Thought



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## THE IMPORTANCE OF PLANNING

*We need to plan our classroom management as carefully as we plan our curriculum*

(Bill Rogers in Konza, 2004: 98)

*Failure to plan is planning to fail*

(Christofides, 2009)



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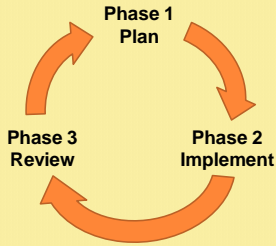
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# THE PROCESS




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## PHASE 1: DEVELOPING A PLAN




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## PERSONAL PHILOSOPHY

- o Start by looking at your personal philosophy in regards to *learning and teaching in general*:
  - What is important to you about teaching and learning?
  - Think about the relationship between what you teach and how you teach.
  - Consider how your beliefs etc are influenced by child development, behaviour and motivation theories. How do these impact on your teaching?

(Arthur-Kelly, 2006)

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### DRAWING ON KEY THEORIES

- o **Aligned Approach** – Embrace one or more *non competing* theories.
- o **Shifting Approach** – Embrace different theories depending on the circumstances or settings.
- o **Eclectic Approach** – Selectively embrace various elements or principles from a number of theories

(Arthur-Kelly, 2006)

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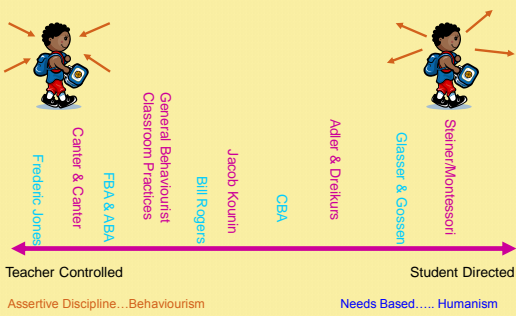
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### THE CONTINUUM




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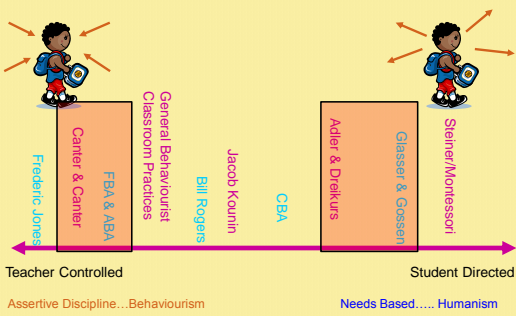
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### THE CONTINUUM

### Aligned Approach




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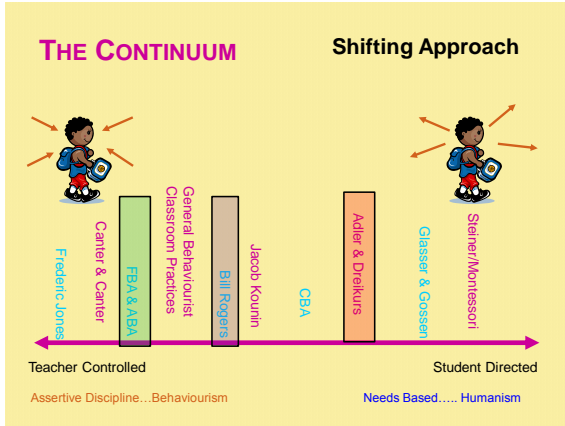
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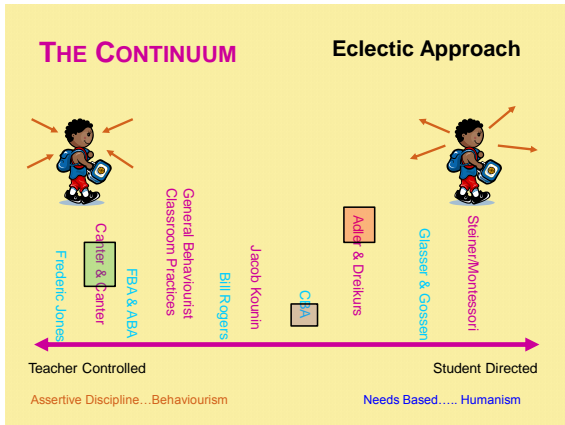
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- ### COMPONENTS OF PERSONAL CLASSROOM MANAGEMENT PLAN
1. Philosophy
  2. Preventative Strategies
  3. Responsive Strategies
  4. Special cases
  5. Strategies to deal with bullying
  6. Crisis Plan

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### YOUR PLAN

- Needs to fit with DET/school guidelines
- Is a work in progress – needs to be evaluated like other areas in the curriculum.
- On practicum you need to mostly employ the existing class teacher's plan




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### PHILOSOPHY



- Personal beliefs about *behaviour* & education
- Is the heart & soul of **YOUR** actual management approach & strategies employed

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### PHILOSOPHY (CONT)

- What is your personal approach to classroom management (CM)?
  - What is your understanding about CM?
  - What is important to you about CM?
  - How does what and how you teach interrelate with your approach to CM?
  - What *theories of behaviour / classroom management* have influenced your beliefs etc?
  - What broader circumstances should be taken into account?

(Arthur-Kelly, 2006)

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## PREVENTATIVE STRATEGIES

- Rules
- Routines
- Effective Teaching Strategies
- Positive Learning Environments
  - Physical
  - Emotional



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## RESPONSIVE STRATEGIES

- Least - Most Intrusive steps
- Rewards/Incentives
- 4 - 6 Consequences



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## SPECIAL CASES



- These include students with learning difficulties or mental health issues.
- Often these students may require an Individual Behaviour Plan (IBP)
- What can you do to help these students achieve?



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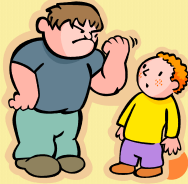
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## STRATEGIES FOR BULLYING

- Bullying should not be tolerated within our schools.
- How are you going to respond to it in your classroom?
- How does this connect with the school discipline plan?



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## CRISIS INTERVENTION PLAN

- What happens in an emergency?
- What procedure would you have in place to get help?



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## THINGS TO REMEMBER WHEN WRITING A PERSONAL CLASSROOM MANAGEMENT PLAN



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### REDUCING PROBLEM BEHAVIOUR-ADAPT

- Instruction
- Tasks/curriculum
- Classroom organisation
- Pace
- Directions
- Procedures




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### STUDENTS WITH DIFFICULT BEHAVIOUR



Respond to:

- Appropriate work
- Visual timetable
- Explicit instruction
- Quiet redirection
- Choices
- Wit & humour
- Defusion
- Frequent recognition for attempts
- Progress displayed
- Consistent consequences
- Predictable environment




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### STUDENTS WITH DIFFICULT BEHAVIOUR (CONT)

They **Don't** respond to:

- Work that is too hard (chunk)
- Multiple chain of commands
- Sarcasm
- Anger
- Work rarely acknowledged
- Too much negative attention
- Inconsistent consequences




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## PHASE 2: IMPLEMENTING



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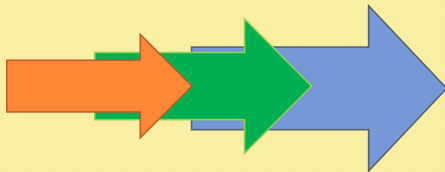
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## IMPLEMENTING YOUR PLAN



Introductory Period    Establishment Period    Consolidation Period

*This can take anywhere between a few lessons and 2 school terms to fully implement depending on your class.*

*(Arthur-Kelly, 2006)*

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## PHASE 3: REVIEW



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### REVIEWING YOUR PLAN

- Evaluate regularly
- Identify any problem areas
- Make adjustments



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### 10 MIN BREAK



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### TOP TIPS FOR YOUR ASSIGNMENT

Ignore at your own risk



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### FORMATTING

- Should be a **TOTAL OF 6 TO 12 PAGES** including appendices.
- **Double** spaced **12pt** font
- Use headings
- Bullet points can be used (except in philosophy)

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### YOUR CLASSROOM MANAGEMENT PLAN

It must have:

1. **Overview of Class**
2. **Philosophy**
3. **Preventative Strategies**
4. **Responsive Strategies**
5. **Special Cases**
6. **Strategies to Deal with Bullying**
7. **Crisis Intervention Plan**
8. **References List**

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### OVERVIEW OF CLASS

- Imagine that you are a classroom teacher and that you need to develop a personal management plan
  - You will need to include the **stage** and the **class**
  - Some indication of number in class and any students who have special needs (Be brief, a couple of sentences)

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### PHILOSOPHY

- Should be at least, 1 A4 pg in length.  
Maximum of 2 pgs.
- Written in prose (Paragraphs and sentences)
- Should include:
  - Your view of children and their status compared to adults
  - How children learn
  - Where does disruptive behaviour come from?  
*You can combine theories but they should make a coherent whole (i.e. be close on the continuum) e.g. Don't combine Glasser and Canter and Canter (too extreme).*

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### PHILOSOPHY (CONT)

- How does it relate to DET policies, School Discipline Plan and student welfare policies.
- **Don't include a School Discipline Plan – Just refer to it briefly – a paragraph.**
- This section should have a least 5 references  
*(This is a minimum)*
  - Behaviour theorists
  - Learning theorists
  - DET policies
  - Relevant research studies
- You should use first person as it is your philosophy.

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### PREVENTATIVE STRATEGIES

- You can use diagrams or dot points in this section
  - Rules
  - Routines
  - Effective teaching strategies
  - Positive learning environments (Emotional and Physical)
- References needed in this section as well.
- This section should be longer than the next section

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### RESPONSIVE STRATEGIES

- o Least to most Intrusive steps
- o Rewards/ Incentives
- o 4-6 Consequences

***All Strategies need to relate to theorists chosen in philosophy.***

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### SPECIAL CASE

- o Choose **a student**
- o Short - **1 paragraph**
- o Cover specific case of child with learning needs or mental health issues
- o How are you going to cater for this student?

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### STRATEGIES TO DEAL WITH BULLYING

- o Related to School Discipline Plan
- o What system are you using?  
*(Reference to Bullying No way website could be useful here)*

### CRISIS INTERVENTION PLAN

- o Short 2 paragraphs.
  - One medical emergency (e.g. Fitting) &
  - One behavioural (e.g. throwing chairs).

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### REFERENCING AND REFERENCE LIST

- o Minimum **5 References** – They should be relevant and up to date.
- o **DO NOT Reference Lectures** – If you want to use the information go directly to the source ie the textbook or reference cited.
- o Make sure you reference properly – if it is not your own work then cite the author.
- o Check with your tutor if you are unsure of how to reference.



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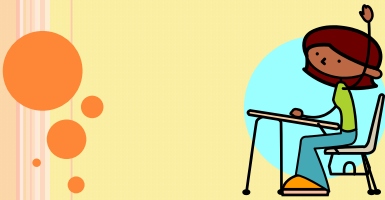
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### QUESTIONS???



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### FINAL THOUGHT

*A personal classroom management plan should not be set in stone. It should gradually evolve as you gain experience.*



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