

The Essentials of Classroom Management
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Abstract:

The management of class is a difficult task and how to establish a good relation between the teacher and his students is more difficult. Hence, it is the purpose of this paper to facilitate such difficulties through presenting some strategies which are believed as being essential tools that should be familiar to all teachers.

Many graduate students and post doctorates want to learn how to teach, but they may not have the opportunity to do so while enrolled in graduate school or while working in their post doctorates position. So, it is the aim of this paper to provide support for all graduate students and post doctorates who are interested in learning the concept of teaching, engaging students, and creating learning environments.

Key words: Learning environment- Classroom Management -Tools for Effective Teaching –Responsive Classroom-Partnering with Parents-Strategies

1.Introduction:

Class management is considered one of the most challenging issues(Canning,2004:215). Creating a climate for learning is probably the most important and most difficult task a teacher faces, but it can be even more difficult for beginning teachers. As former U.S. Department of Education teacher Mary Beth Blegan says, "Setting the classroom environment is key. For a new teacher that means pretending that you know what you're doing."(ibid).

The present paper aims at:

- 1.creating learning-focused environments by minimizing off-task behavior and students' creativity or desire to learn.
- 2.increasing students' engagement in a class setting.
3. learning how to develop the traits of effective classroom managers, reducing distraction, giving clear instruction, and escalating problems when necessary.

Surveys of graduates of education schools and colleges indicate that one area of concern of new teachers is their feelings of inadequacy in managing classrooms. Despite clinical experiences, , student teaching, and other observations in classroom settings, this problem has persisted for decades (Cool,2014:23).There is no magic elixir that will confer skill in this area of professional responsibility.

This study tries to provide guidelines for building a positive classroom culture that sets students up for success, wherever they go next. It also shows these teachers the easy way to succeed by giving them the teaching tools they need making them believe that exhaustion can be an avoidable part of their job. The present study tries to answer the following:

1. What classroom management is and is not? And how can we as teachers create a strong and positive classroom environment in schools?
2. What are the most important tools we as teachers can use from day one to develop great classroom management?
3. Why do teachers spend more time disciplining rather than teaching?
4. How can learning be affected by classroom management?

2. Aims of the study:

1- It describes Classroom Management Essentials; basics which help teachers learn how to effectively manage a classroom.

2- Get ready to begin your journey to become an effective classroom manager with the least efforts.

3- Routines:

Explore the three different types of routines including class running, lesson running and interaction routines. Routines which play such an integral role in the overall classroom management plan.

4- Caring Relationships

It is important for students to feel that their teacher cares about them.

5- Discipline

Addressing discipline problems can be a difficult task for teachers! There are some key behaviors that teachers can implement to prevent discipline problems from happening in the classroom. For example, Considering some sample rewards the teacher can use in his own classroom, how does he decide when to call a parent! should teachers treat all misbehavior in the same manner!

3. Classroom management: Definition

Classroom management is consistently identified as a basic concern for teachers. Yet, it is absolutely an essential component of effective teaching.

Consider research by Walter Borg and Frank Ascione (1982, mentioned by McCarthy Ryan). In a study involving 34 elementary school teachers who were randomly assigned to experimental and control conditions, they found that "(1) teachers who had been trained in the use of effective classroom management techniques (the experimental group) improved

their use of those techniques when compared to a group of untrained teachers (those in the control group), and (2) the students of the teachers in the experimental group had fewer disruptions and higher engagement rates than those in the control groups. "The answer, thus, lies in the lack of training. Whether it is lack of training in school or on job, teachers are not "born" classroom managers. While some teachers may excel in classroom management right away through charisma with their students, truly refined management comes from learning and training and is accessible to all teachers (Simpson, 1997:22-24; Richards, 1929:32).

According to the personal experience as a teacher, it is almost always found that if teachers were angry with their students, they had waited too long to address issues or that they were not using consequences consistently. Consequences that they can administer fairly and without hesitation 'Using minor intentions and small Before a situation gets emotional is the key to maintaining control and Earning students 'respect.' (Ryan, 2012:55).

Disrespect toward adults (verbally, walk out of class when they want, altercations with other students in class during lessons) no fear of consequences at home so acting out is not uncommon. Low motivation to do work, leading to acting out not on grade level, making the material seem difficult, which can lead to acting out (Ibid:78).

What you have to do to overcome all these obstacles is to seek out effective teachers to observe and learn from, pour through

Online resources and books, seek professional opportunities

From administrators, seek help from your university, training and implementation in your classroom which must first be with strong classroom managers. Learning these skills will benefit any teacher enormously and have a stronger effect on better learning outcomes. Specifically, teachers in the class must learn

- Common misconceptions about classroom management.
 - How to develop effective rules and routines.
 - The role relationships play in one's classroom management plan.
 - Techniques for preventing misbehavior.
 - Strategies for dealing with minor and more serious misbehavior.
- (Abler, 1993:45-48)

Howard Miller, Associate Professor of Education at Lincoln University (Jefferson City, Missouri) suggests 12 steps teachers can take at the beginning of the year to promote effective classroom management (mentioned in Jackie:66):

1. Develop a set of written expectations you can live with and enforce.
2. Be consistent. Be consistent. Be consistent.
3. Be patient with yourself and with your students.
4. Make parents your allies. Call early and often. Use the word "concerned." When communicating a concern, be specific and descriptive.
5. Don't talk too much. Use the first 15 minutes of class for lectures or presentations, then get the kids working.
6. Break the class period into two or three different activities. Be sure each activity segues smoothly into the next.
7. Begin at the very beginning of each class period and end at the very end.
8. Don't roll call. Take the roll with your seating chart while students are working.
9. Keep all students actively involved. For example, while a student does a presentation, involve the other students in evaluating it.
10. Discipline individual students quietly and privately. Never engage in a disciplinary conversation across the room.
11. Keep your sense of perspective and your sense of humor.
12. Know when to ask for help.

with those teacher-recommended techniques, it is possible to present other ones for maintaining control over the class:

- Establish eye contact.
- Move around the room and increase proximity to restless students.
- Send a silent signal.
- Give a quiet reminder.
- Re-direct a student's attention.
- Begin a new activity.
- Offer a choice.
- Use humor.
- Provide positive reinforcement.
- Wait quietly until everyone is on task.
- Ask a directed question.

And, when all else fails, try something else.

http://www.educationworld.com/a_curr/curr155.shtml#sthash.nQTII6pc.dpuf

4. Traits of effective classroom

1. Teachers' voice and confidence.
2. Being consistently proactive, not reactive.
3. Understanding his area of control .
4. It all starts with his lesson .
5. Setting Students Up for Success
6. Procedures and routines.
7. Reducing distractions.
8. Creating clearly defined class rules.
9. Timing everything.
10. Managing the Classroom.
11. Giving clear instructions .
12. Checking for understanding, not just for content.
13. Proxemic control .
14. Intervening and redirecting .
Rule of three .
15. Scaffold consequences .
16. Escalated problems .
17. Building a Positive Classroom Culture.
18. Management starts day one and minute one .
19. Making students' learning the center of all .
20. Carrots vs. sticks.*
21. Reward system. (mentioned in Richard, Sarah, 1990:116)*(to have an idea about the meaning of this dichotomy see Alber, 1993:89)

5. Classroom Arrangement

While good classroom arrangement is not a guarantee of good behavior, poor planning in this area can create conditions that lead to problems. (Cool, 2014:p:66). The teacher must be able to observe all students at all times and to monitor work and behavior.

1. The teacher should also be able to see the door from his or her desk.

2. Frequently used areas of the room should be unobstructed and easily accessible.

3. Students should be able to see the teacher and presentation area without undue turning or movement.

4. Commonly used classroom materials, e.g., books, attendance pads, absence permits, and student reference materials should be readily available.

6. Advanced skills of classroom management

Advanced skills of classroom management can produce dramatic increases in student 's learning while reducing teacher's stress. Here are just a few examples of teaching tools that might work:(these tools are mentioned in Lancaster's free online course on Language and Style)

- ***interest in hustle***. Students know that as soon as the transition is over they will go back to **work**.

- ***Wasted Time Becomes Learning Time***

A typical class period is not on task until five to seven minutes after the bell rings. In addition, a typical lesson transition takes five minutes. Common to both of these situations is dawdling. Which means that Students are expert time wasters.

- ***Responsibility Training*** teaches the entire class to save time rather than waste it. Responsibility Training insures that students are on task when the bell rings, and it gives the teacher 30 second lesson transitions. These two items alone can add 10 minutes of learning time to a 50 minute class period.

- ***Passivity Becomes Activity***

A common sight when observing classrooms is to see students just sitting while the teacher works out. Students are typically passive for over half of the class period. It is exhausting for a teacher to do five “matinees” a day. We call it “bop ‘til you drop.” Then during Guided Practice the teachers are met with hands waiving in the air – the same “helpless hand raisers” every day. There has to be an easier way to teach a lesson.

- ***Say, See, Do Teaching*** is another essential tool for teachers. It structures the lesson into a series of “Say, See, Do Cycles” which cause students to continually learn by doing. It becomes the students' job to actively engage in learning activities while the teacher checks for understanding. No more" Bop ‘til You Drop".

- ***Meaning Business***

The alternative to Meaning Business is “nag, nag, nag.” Meaning Business deals with typical classroom disruptions. It is effective, low key and no adversarial. Meaning Business increases learning for those who need it most – the low achievers who spend so much class time “goofing off.” With a little training, teachers can increase achievement for the bottom half of a class by as much as 50 percent while eliminating the majority of classroom disruptions.

- ***Doing It the Easy Way***

- The natural teachers are not working themselves to death because they know the easy way to get things done. Not surprisingly, however, teachers start their careers doing everything the hard way. They are rookies. Unless someone shows these teachers the easy way to succeed, they will eventually conclude that exhaustion is an unavoidable part of the job (Canning,2008). Canning believes" Rather than letting them burn out, far better to give them the teaching tools they need" such as:

- Emotional Intelligence
- Engaging Students: An Introduction to Using Games in the Classroom
- The Faculty Interview: Preparing for Your Teaching Demonstration
- Intercultural Communication in the Classroom

-See more at:

http://www.educationworld.com/a_curr/curr155.shtml#sthash.

7.Management of Large Classes

Three philosophers of how to manage a large class treat the classroom as a "sacred temple of learning. "This management style or philosophy is marked by a strong notion of control and preparation. In this model of management, teachers are very prepared and plan for as many aspects of the class as they can. Teachers do not tolerate latecomers, side talking,reading,or early departures. They establish at the beginning of the term that the classroom is a place to be respected and students must behave in ways that are appropriate.

The consequences for inappropriate behavior are public notice of the inappropriate behavior and embarrassment. In this management style, the teacher is not afraid to act as the police man. Treat the classroom as a relaxed place of learning. This management style is very relaxed and "hands off".Teachers who use this style of management are very flexible and respond to changes easily. They do minimal planning, and while they can be quite prepared to deliver course content and material, they dislike rigid control and value the ability of respond to changes.(Carbone,1998:113).Moreover, the focus in this type of classroom is a comfortable, relaxed atmosphere where the teacher tolerates reading,talking,and late arrivals/early

departures. Usually, the more attentive students sit in the front half of the classroom, and the teacher speaks to them. You have to treat the classroom as something in between a sacred temple and a relaxed place of learning. This management style or philosophy is right in the middle of the two extremes. Here, teachers choose which aspects of the course they wish to control, how they decide to control those aspects, and what they are willing to let go. With this type of classroom management, the teacher decides which behaviors are tolerated and which are not. There is expectation of respectful behavior and the teacher will speak to students who are disruptive after class (rather than calling attention to the disruptive students during class). Also, some instances of late arrival and early departure are acceptable, with permission in writing from the teacher (ibid).

8. Conclusions & Recommendations

Managing a classroom is an essential component of effective teaching. Yet, how to manage a classroom effectively is a persistent problem especially for beginning teachers. Hence, this study is designed to submit some solutions to simplify the obstacles involved in the process of teaching. While there is no one best solution for every problem or classroom setting, the following principles, drawn from personal experience and a number of sources, might help. Classroom teachers with many years of experience have contributed to an understanding of what works and what doesn't work in managing classrooms and the behavior of students. The following information represents some of the things that good classroom teachers do to maintain an atmosphere that enhances learning.

(some of these suggestions are adapted from Fabb, 2002:111; Montgomery; et al, 2006:45, Gaetan, 1996:78)

1. A well managed class is a highly performing class and a highly performing class starts with the teacher
2. for teaching to be enjoyable, you must to simply relax and teach. Classroom management must be built from the ground up so that most problems do not occur
3. Taking care of your voice and confidence.
4. Being consistently proactive.
5. Setting up procedures and routines.
6. Making student learning the center of it all.
7. Timing everything.
8. Intervening and redirecting: create a classroom culture that increases achievement and decreases disruption—without inhibiting your procedures.

9. Creating Engaging Visuals for Teaching and Learning.
10. Creating a Healthy Learning Environment.
11. Introduction to Integrating Writing in the STEM Classroom.
12. Preparing for an Academic Job Interview.
13. Recognizing and Responding to Emotional Distress in Your Classroom.
14. Diagnosing Student Writing: Encouraging Reflection and Revision.
15. Collaborative Learning and Group Work.
16. Shaping Your Teaching Philosophy: Instruments for Finding Your Identity as a Teacher.
17. Showing respect for each student and for his or her family.
18. Making efficient use of learning time.
19. Providing a safe and comfortable environment that's conducive to learning.
20. Helping each student grow to his or her fullest potential.
21. Providing meaningful and appropriate homework activities.
22. Providing necessary assistance to parents so they can help with assignments.
23. Enforcing school and classroom rules fairly and consistently.
24. Supplying students and parents with clear evaluations of progress and achievement.
25. Using special activities in the classroom to make learning.
26. Know what you want and what you don't want. Show and tell your students what you want. When you get what you want, acknowledge (not praise) it. When you get something else, act quickly and appropriately.

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أساسيات إدارة الصف

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المُلخَص:

إن من المهام الصعبة التي يواجهها كل المدرسين سواء المبتدئين أو حتى من حمله شهادة الدكتوراه هي كيفية أدارة الصف بل الأصعب من ذلك كيفية تأسيس علاقة ناجحة مع الطالب. ومن هنا تأتي أهمية هذه الدراسة التي تهدف إلى تذليل تلك الصعوبات من خلال تقديم بعض الاستراتيجيات التي اعتقد أنها أدوات أساسية يجب أن تكون مألوفة لكل المدرسين.

يريد الكثير من المدرسين أن يعرفوا كيفية التدريس ولكن لا تمنح لهم الفرصة لمعرفة ذلك لأسباب ربما منها انشغالهم بمجال عملهم. لذلك تهدف تلك الدراسة إلى مساعده جميع التدريسيين المهتمين بتعلم كيفية تدريس الطلاب وإقحامهم بشكل فعلي في البيئة التعليمية.