

EDUC 310: Inquiry into ‘Classroom Management’
Intermediate/Middle Years Cohort
February 2009

Managing in classrooms is a complex task that fits well with the ideas that Brent Davis is presenting in his lectures and through the text, *Engaging Minds*. As teachers it is important to develop an understanding of the complex network of relationships that make up a classroom community. If we accept this complexity we also need to revise our views of the teacher’s role to include notions of collaboration and building connections between the children in our classrooms.

From the BCCT Standards:

1. Educators value and care for all students and act in their best interests.

Educators are responsible for fostering the emotional, esthetic, intellectual, physical, social and vocational development of students. They are responsible for the emotional and physical safety of students. Educators treat students with respect and dignity. Educators respect the diversity in their classrooms, schools and communities. Educators have a privileged position of power and trust. They respect confidentiality unless disclosure is required by law. Educators do not abuse or exploit students or minors for personal, sexual, ideological, material or other advantage.

5. Educators implement effective practices in areas of classroom management, planning, instruction, assessment, evaluation and reporting.

Educators have the knowledge and skills to facilitate learning for all students and know when to seek additional support for their practice. Educators thoughtfully consider all aspects of teaching, from planning through reporting, and understand the relationships among them. Educators employ a variety of instructional and assessment strategies.

- In preparation for practicum you will need to create a classroom management plan. *This could become an artifact for your e-portfolio.*
- This plan should be concise (3-4 pages)
- It should be realistic, given the context of your placement, and consistent with the beliefs, rules and general expectations that you hope to establish during your practicum.

A suggested outline for you Management Plan:

- **Philosophical Statement** - a clear statement of your beliefs about the approach you will take to manage the complex web of social interactions that will occur in your classroom. Based on the ideas you discover from your reading, what are the values and principles that will guide your management decisions?
- **Classroom Tone** – a general description of the ideal classroom environment you are striving to create; What will it look like?...sound like?... feel like? How do you plan to develop a culture of learning in your classroom?
- **Room Arrangement** – plans for organizing the physical elements of your classroom, bulletin boards, desks, etc. to support the learning environment you hope to create.

- **Class Beliefs and Rules** – 5 to 6 positively worded statements that convey your expectations. You will adapt these with input from your students.
- **Routines and responsibilities** – these are everyday expectations such as: your signal(s) for getting the classes' attention, procedures for entering and leaving the room, handling transitions, required student materials, attendance, collection of homework and assignments, silent reading, washroom visits, etc.
- **Monitoring Plan** – to guide you in observing, assessing and keeping records of student behaviour in the classroom. Information to support your attempts to
- **Common misbehaviours and consequences** – describe the most common issues for your students and the strategies you have developed to address them (30 second interventions or consequences).
- **School – wide management issues** – these include school or team initiatives that have an impact on your classroom management. **Bottom Line Issues** – behaviour that results in referral to the administration and or counsellor
- **Resource list** – cite references in APA Style for, at least, 3 sources that you have consulted in developing this plan.

Timeline:

February 3: Introduction to the Inquiry Project

February 10: Literature Review

February 17: Case studies in management with Lawrence and Shep

February 24: Dialogue and discussion about management issues

March 3: Presentation of management plans