

Foundational Principles of Effective Classroom Management

“The Better Plan”

Actions Speak Loudly

“Nothing says more about the basic Christianity of a school than the way it treats students who run afoul of its rules.”

George Akers, Adventist Education
GC 2000 Report, p. 17

Disciplining Students

If all a person knew about you and your school was how you and the broader school dealt with students who were discipline problems, would that person come to the conclusion that you were a dedicated Christian teaching in a distinctly Christian school?

The Pharmacologic Theory

This is the theory of the “magic pill.”

Do you subscribe to the *Pharmacologic Theory of Classroom Management*?



What is this theory?

There is no magic pill, but there are some basic principles common to effective classroom managers.

Basic Principles of Effective Classroom Management

1. Create a peaceful, comfortable, positive learning environment.

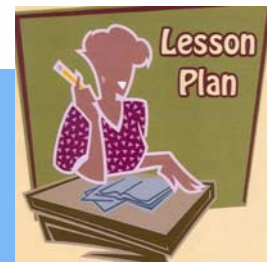
- Colour scheme
- Use of walls, floor and ceiling
- Furniture
- Plants
- Water
- Music



Basic Principles of Effective Classroom Management

2. Be prepared when school begins.

- Planning
- Resources and Materials
- Classroom rules
- Classroom procedures
- Management plan



Basic Principles of Effective Classroom Management

3. Take advantage of "honeymoon" period.

- ❑ Welcome everyone
- ❑ Involve everyone
- ❑ Ensure success for everyone
- ❑ Teach rules and procedures
- ❑ Teach good citizenship



Basic Principles of Effective Classroom Management

4. Teach with pizzazz.

- ❑ Daily agendas
- ❑ Teach to objectives
- ❑ "I can" statements for students
- ❑ Interesting, relevant, active lessons with variety



Basic Principles of Effective Classroom Management

5. Discipline students effectively.

- ❑ Discipline means "to teach"
- ❑ Teach students to make responsible choices



The Object of Discipline

"The object of discipline is to train children for self-government."
True Education, 179



"Self-government? But you don't know my students....."

"When I came to school this morning I had one nerve left and you just got on it!"

Granddoggy

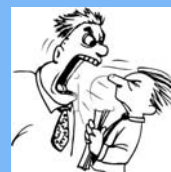


Age-Old Management Strategies

Writing Lines



Yelling



Age-Old Management Strategies

Threatening



The Evil Eye



Age-Old Management Strategies

Scolding

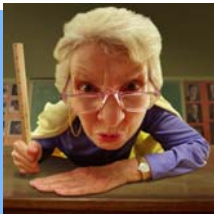


Labeling



Age-Old Management Strategies

Dirty Looks



Physical Intervention



Age-Old Management Strategies

Others



"Yes, I've even tried pulling my own hair out! And NO that doesn't work!!!"

What About These Strategies?

These methods may result in student compliance, but typically they will not teach students to be self-governing.

Perhaps the most powerful people are those who empower others.



Questions to Ask about the "Age-Old Strategies"

1. Do these methods preserve the student's dignity?
2. Do these methods promote internal or external locus of control?
3. Do these methods encourage or discourage adversarial encounters?
4. Which of these methods can you picture Jesus using to manage young people?

Internal or External?

Is your management system based on the principles of internal locus of control or external locus of control?

The Truth of the Matter....

You cannot force anyone, even a child, to do anything he does not want to do.

(Punishments or rewards may result in short term compliance.)



Why Is External Control So Common?

“The truth is that parents are not really interested in justice. They just want quiet.”

Bill Cosby

Similarly with teachers, some are less concerned about students becoming self-managers and more concerned that students simply do what they are told to do.

“But.....

.....what’s wrong with yelling at or threatening my students so long as the end result is that I have them under control so that I can teach them?

Education ↔ Redemption

“In the highest sense the work of education and the work of redemption are one...”

Education, 30

Work of Redemption

To restore in mankind the image of His maker through a revelation of and personal relationship with Jesus Christ.

The Future of Control

“Those parents and teachers who boast of having complete control of the minds and wills of the children under their care, would cease their boastings, could they trace out the future lives of the children who are thus brought into subjection by force or through fear.”

Fundamentals of Christian Education, 17

The Better Plan

“God never designed that one human mind should be under the complete control of another... Those who make it their object to so educate their pupils that they may see and feel that **the power lies in themselves** to make men and women of firm principle, qualified for any position in life, are the most useful and permanently successful teachers.....

The Better Plan

....Their work may not show to the very best advantage to careless observers, and their labors may not be valued as highly as are those of the teacher who holds the minds and wills of his scholars by absolute authority; but the future lives of the pupils will show the fruits of **the better plan of education.**” (emphasis added)

3Testimonies, 134

Fundamentals of Christian Education, 57

“The training of children must be conducted on a different principle from that which governs the training of irrational animals. The brute has only to be accustomed to submit to its master; but the **child must be taught to control himself.** The will must be trained to obey the dictates of reason and conscience. A child may be so disciplined as to have, like the beast, no will of its own, his individuality being lost in that of his teacher. Such training is unwise, and its effect disastrous.” (Emphasis added)

Where It All Begins

Where does this training of students for self-government begin?

It must begin with the teacher.

The Courage to Teach (P. J. Palmer), pages 1-3
“a secret hidden in plain sight”

The Secret of Power...

“This is the secret of power over your pupils. Reflect Him.”

Education, 282



Elements of Power

“All may possess a cheerful countenance, a gentle voice, a courteous manner, and these are elements of power.”

Education, 240

The Heart of Our Classroom Management

At the heart of our classroom management strategy must be a caring, compassionate, lovable Christ-like teacher – not just the right rules or the best consequences for either keeping or breaking those rules.



What Comes First?

A Story

A teen in a Georgia high school.....



“A deep caring relationship comes first; rules, principles, and consequences are at the service of that caring.”

Barbara Coloroso

“The heart has its reasons which reason knows nothing of.”

Blaise Pascal

Modeling Christ

What characterized Christ's redeeming of mankind?

1. Choice

- “...I have set before you life and death, blessings and cursings. Now choose life...” (Deut 30:19)
- Do we give or deny our students choice?

2. Responsibility for Choice

- “At this the (rich young) man's face fell. He went away sad...” (Mark 10:22)
- Do we make students responsible for their choices?

Modeling Christ

3. Prayer

- “I (Jesus) pray for them...for those you have given me...” (John 17:9)
- Do we pray for those students God has given us?

4. Forgiveness Asked

- “Jesus said, ‘Father, forgive them for they do not know what they are doing.’” (Luke 23:34)
- Do we seek forgiveness for our students?

Modeling Christ

5. Forgiveness Offered

- “Then Jesus said to her, ‘Your sins are forgiven.’” (Luke 7:48)
- Do we forgive our students for their “sins” of disobedience, defiance, disruption....

6. Sacrifice

- “While we were still sinners, Christ died for us.” (Rom 5:8)
- “...not my will, but yours be done.” (Luke 22:42)
- Are we willing to sacrifice for our students? Sacrifice our pride, our anger, our frustration, our hurt, our will?

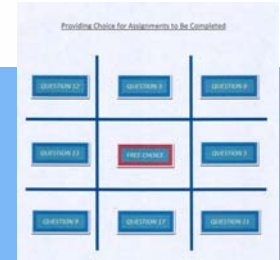
The Character of God

The disciplining of students may provide the best possible opportunity for modeling the full character of God – a divine blending of justice and mercy.

Teaching Self-Government

Principles for teaching self-government:

1. Choice and decision making
 - Academic and non-academic
2. Discuss power of choice
3. Role playing/Modeling
4. Problem solving opportunities
 - Class meetings
 - Developing plans



Teaching Responsibility

During an oral interview students:

1. Identify their inappropriate behaviour.
2. Identify consequences of this behaviour.
3. Make value judgments about the behaviour and consequences.
4. Create plans.
5. Carry out the plans.

Teaching Responsibility (Self-Check)

This form can be completed by a student who chooses to misbehave after receiving one or more cues from the teacher to change his behaviour.

“Go and do likewise.” (Luke 10:37)

“What He taught,
He lived.”

Education, 78



References

- ▣ <http://www.characterfirst.com>
- ▣ <http://www.thecenter4learning.com/home.htm>