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MAT 6503 Philosophy of Classroom Management
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I believe that the purpose of education is to: prepare the next generation for the trials and tribulations of years to come.

To me the following characteristics describe a good teacher: one whom is willing to teach the students above and beyond the call of duty, ie. being there if they need help or giving them further assignments if they are interested, one whom can keep the students interested in the lesson, one whom strives, above all else, to make the learning environment safe and conducive to learning, therefore facilitating it.

To me the following characteristics describe good instruction: that which includes various levels of knowledge and ability/want to learn within it, that which includes interesting, useful, and relevant topics, that which shows the full area of the subject.

I believe, that in a classroom, a teacher should play the following management role:
preventative, if the majority of problems are dealt with before they even start, by having a safe classroom and an engaging curriculum, whatever problems that do pop up will be easy to deal with on a case by case basis

The goals of my classroom management plan should be to: keep the student engaged and intrigued with the nigh limitless possibilities of social studies, if that should not work, a set of rules discussed and decided by the students will help in making discipline an entire group project and any problem a slight against the group as a whole.

I consider the following to be target misbehaviours that I will address in my management plan:

anything that distracts the group from the goal of learning in a negative or harmful way, eg.

bullying

Although, I might not specifically address each of these behaviours in my management plan, I

want students to avoid the following misbehaviours in my classroom: treating others in a

negative or harmful manner, or rather, unobvious bullying

I will use the following strategies in my management to address diversity:

- Cultural/Ethnic Diversity by not focusing on the majority of the student population, nor give them any special treatment, also to consider the types and styles of discipline that certain individuals may or may not appeal to and attempt to discipline according to that
- Gender Diversity by remembering that just focusing on a certain type of tasks may leave some individuals uninterested in a particular topic, but differentiating the tasks for group effort or individual effort can lead to a more fulfilling education experience
- Linguistic Diversity by teaching in standard English, but remembering that not all have the necessary knowledge to effectively converse in a more widely understood way and I may have to use different methods to include them.
- Social Class Diversity by having all necessary supplies ready for the students, so no one feels bad/alone/ostracized for not being able to afford them.
- Developmental Diversity by not ignoring the learners that move faster nor the learners that move slower, having tasks for all individuals, so that they can proceed at their own

speed.

- Socio-economic Diversity by never asking for too much in the way of supplies from the students

I believe that I bring the following personal strengths to the teaching profession and to the development of my management plan: That I feel every student should get the equal opportunity to learn, and if they want to learn more, I will gladly accommodate. I bring a love of the subject matter and an enthusiasm to let others explore it to their hearts content.

In developing my management plan, I believe that I must recognize the following personal weaknesses which may influence the implementation of my plan: a penchant for certain topics that others may not particularly be interested in, a occasional too heavy focus on first impressions

I prefer to use the following instructional strategies: I will have to lecture, because of the subject matter, but once the students have a grasp of the information, then they can perform projects, group or individual, look further into interesting topics, in class or otherwise, there will also be some more hands-on activities: making historical-like objects, archaeology, etc.

In considering whether it is more effective to impose discipline or to teach self-discipline, I believe that: without self-discipline and being an example one cannot expect others to act in an appropriate manner.

Philosophy of management:

To focus on a student centered discipline plan, where everyone buys in, and what problems aren't solved by their peers are solved by the teacher.

Behaviour Expectations:

Acceptable behaviour is conveyed by example and the rules set up by the peer group.

Pre-School Checkoff:

A schedule of things to come, especially large projects, a majority of lesson plans with a overview of what is to be done, ready to fill out when the time is closer to performing them. Also, a roster needs filled out.

Classroom Slogan or Motto:

The students probably won't get behind it unless they decide one, but if forced to do one myself, something along the lines of: "In war, truth in the first casualty" or "It is right to learn, even from the enemy."

Classroom Arrangement:

Instructional Materials (Centers, White Board, etc.): I would like to have a whiteboard taking up the front wall of the room, so maps can be drawn and other important materials can have a semi-permanent place.

Furniture: I intend to have the desks shaped in a "U" formation to facilitate discussion and since I walk whilst talking I can cover every student if need be.

Classroom Decor (Decorations, Posters, Communication Devices, etc.): I'll probably have maps and flags spread around the room. And classroom projects so students can see what others have done.

Personal and Professional Items (Diplomas, Hobbies, etc.): I intend to have a bookshelf of history and geography books for students to browse through.

Student Recognition/Class PR (Newsclippings, Student Awards, etc.): Anything that mentions my students will be displayed prominently for all to see to reward effort.

Other Items (Rocking Chair, Pillows/Cushions, etc.): My classroom will probably be spartan in it's decoration and extras, but I may be inclined to add more objects depending on the situation.

Class Rules:

The only rule that will be unchangeable is "no bullying", otherwise the students can discuss what other rules they may prefer to abide by.

Hierarchy or Consequences for Rule Infractions:

The students would likely come up with consequences for the rules, definitely I will be following through with a contract that everyone buys into and listed upon which will be the

consequences of rule breaking.

Motivational Strategies:

I intend to offer tasks beyond that of the classroom. If a student is interested in a particular aspect or era, I would encourage them to pursue such, as what they learn in class will be a good basis for what they discover on their own. Also, projects can be completed in a variety of different ways, attributing themselves to the students particularities. Perhaps even an entire class project, e.g. archaeological dig, construction, mock battles or events, would keep them interested in what they were studying.

Management Procedures and Routines:

I'll probably put on the board what I intend for the class to do that hour or week, if there is anything due, etc.

Instructional Planning

I will use a lesson plan that is simple and easy to see what and where I ought to be in the subject, what I should discuss, and what, if any, projects or assignments I should assign. As far as instructional strategies, I'll probably rely heavily on lecture, but mix it in with several cooperative learning projects, for the student to get a better feel of the material.

What strategies will I use to:

- Develop a positive classroom management culture and climate?
 - Just by accepting and dealing with any over the top discipline problems as they happen should create a more positive environment

- Build a community in my classroom?
 - Have everyone do group work with every other student. Also, to have one large class wide project where they all have to present something together

- Communicate with parents and guardian?
 - By having letters sent home or phone calls made if a student is improving or not. Good or bad, I should be contacting them somehow.

- Teach self-discipline and cooperation?
 - By having team projects where the tasks need to be split up per individual.

- Teach rules and procedures to my students?
 - The same way everything else is taught, first by example then by action.

- Deal with individual students and their differences?
 - By teaching a curriculum that focuses on student's interests and covers the standards, also offering extended study in areas of interest.

- Prevent discipline problems?

- By starting at the source; asking a student what they would rather be doing in class, perhaps a more physical activity is in order, or maybe a deeper look into an interesting topic.
- Support my discipline programs (i.e., physical proximity, withitness)?
 - By just walking around the classroom and making sure I can access every student's desk easily, I will cut down on discipline problems.
- Correct discipline problems (i.e., conflict resolution, zero tolerance)?
 - Any discipline problem will follow the contract the student signed at the beginning of the class, depending on what stage of resolution they are at dictates what sort of correction is necessary
- Work with inclusion students in my classroom?
 - I intend to have lessons focused where any student who needs more or less work or time can have it.
- Provide a safe classroom for myself and my students?
 - By promoting learning, self-discipline, and an buy in management plan the lack of distractions and issues will be few and easy to handle.