

A guide to successful classroom management for teachers

Managing a classroom requires many tasks, however, it is important to remember that classroom management is not about achieving order for the sake of having order. It is about achieving order so productive learning can occur. The ultimate goal of classroom management is to promote learning.

Who is responsible?

Effective teachers provide opportunities for students to make decisions and follow through on those decisions. Good classrooms are not teacher dependent environments but rather an independent student learning classrooms. Teachers who provide students with multiple opportunities to make choices and accept the consequences of those choices are excellent instructional leaders.

Students who come up to your desk and ask, “Is this what you wanted?” or “What do I do next?” are saying they aren't allowed to make their own decisions. Teachers who empower students in making decisions are facilitating independent and responsible learners.

Establishing routines

Good classroom teachers teach their students classroom routines such as what to do when they finish an assignment early, how to get extra help, how to move in to and out of the classroom, and how to take care of their personal needs. This provides students with a sense of responsibility and allows them to make decisions that should be theirs rather than the teachers.

Decibel by decibel

Effective teachers know that a quiet classroom is not necessarily a productive classroom. Learning is sometimes noisy and sometimes messy (just look at any science activity involving a bunch of kids and a tub full of earthworms). They recognise that learning can take place in many different types of environments. The activity level or noise level of a lesson may ebb and flow along with the level of involvement or participation on the part of students.

Students need opportunities to share, communicate, and vocalise their educational experiences all within previously established rules or expectations. Successful classrooms tend to involve significant amounts of class discussion and group exploration. A quiet classroom may be a dead classroom.

Majority rules

Good teachers establish a set of expectations early in the school year. These expectations are clearly detailed and explained to students and are upheld consistently throughout the entire school year.

Effective teachers provide opportunities for students to take responsibility for establishing rules and the resultant consequences. They know that this ownership factor can be a positive motivator for all students.

Lifelong learners

Good teachers are those who keep learning, who continually add to their knowledge base throughout their teaching career. My lifelong motto has always been, "Good teachers have as much to learn as they do to teach." Your education is a continual learning process. It doesn't stop just because you've graduated and have a teaching certificate. It means that if you are to provide the best possible education for your students, you need to provide yourself with a variety of learning opportunities, too.

It would be erroneous to think that your four or five years of college were all you needed to be successful in the classroom. There are too many developments within the field of education to think your college degree is the summation of all the skills, talents, and knowledge you'll need for the rest of your career. What you learn throughout the remainder of your teaching career might be significantly more important than the courses you've taken in college.

Good teachers keep current, stay active, and continually seek out new answers or new questions for exploration. Your desire to find out more about effective teaching methods and dynamic new discoveries within your field can add immeasurably to your talents as a teacher and can also add to your students' appreciation of education in their own lives.

Why teachers sometimes fail

Teachers sometimes fail. Teacher failure, whether dismissal, reprimand, or reassignment, is most frequently the result of poor human relations skills than lack of knowledge about their subject matter. The following reasons are most frequently mentioned:

- Inability to organise and control a classroom of students
- Lack of knowledge concerning how children grow and develop as pertaining to pupil-teacher interactions
- Inability to work effectively with other educators
- Inability to work effectively with parents
- Subject matter inadequacies
- Other (immorality, insubordination, absenteeism, child abuse, senility, drugs, or alcohol)

The bottom line is this, your knowledge about a subject is considerably less important than your knowledge about students (or other people in the school). Regardless of whether you're a kindergarten teacher or a secondary teacher, if you're more concerned about human relations than you are about your subject matter, you'll more than likely be a successful teacher.

It is important that you only take what resonates and you feel may work for both you and your students. Then leverage these tips to their best advantage.

Source: Teacher Vision