

Classroom Management Strategies

[Writer Name]

[Instructor Name]

Table of Contents

Introduction	3
Strategies to be Adopted by Teachers	3
Management and Discipline	3
The Physical Environment.....	3
Proximity and Mobility.....	3
Authority and Leadership	4
Motivation and Discipline	4
Preferred Activity Time	4
Consistency	4
Responding to Misbehaviours	4
Praise, Prompt and Leave	4
Visual Instruction Plan	5
Conclusion.....	5
References	6

Classroom Management Strategies

Introduction

This paper analyses the strategies that a teacher should adopt in order to manage a class.

Strategies to be Adopted by Teachers

The strategies that teachers should adopt for successful management of their class include the following:

Management and Discipline

The foremost responsibility of a teacher is to maintain a firm discipline in class so that students know how to behave. This can be done by establishing rules for asking questions such as raising hands, waiting for the teacher to transition from one topic to another, taking permission to leave for the restroom, refraining from talking while the teacher is explaining a concept.

The Physical Environment

The physical environment in the class must also be maintained by the teacher. The teacher should be attentive and prompt in making sure that children are responding and keeping the class in a two way communication mode so that the explanation that the teacher is giving should obtain a clear and instant feedback. This feedback would allow the teacher to know how to proceed. This feedback would also mean that the teacher would know how to progress with the topic (Webster-Stratton, 2011).

Proximity and Mobility

For children this young, teachers should be careful of their space. The teacher should make sure he/she stands in a position where they are not towering above the children and neither are they too distant from the children. This proximity would determine the students' performance in terms of comfort of the students. Also the teacher should be mobile in class. Standing in one place and not moving around would give the students the opportunity to lose their attention. The students would lose their concentration. That makes it important that the teacher moves around in the class and keeps an eye on everyone in the class so children know that they are being observed.

Authority and Leadership

These qualities are a must in a teacher. Children are like a herd that needs a shepherd to follow. That means that they need guidance all the time. It is essential that children are given proper direction and with complete authority. The children should feel comfortable complaining to the teacher and should believe that their complaints would be heard and resolved. Also the children should feel the presence of leadership in class in the form of the teacher (Reupert & Woodcock, 2010).

Motivation and Discipline

The teacher should motivate the children continuously. This motivation ought to be in the form of giving appropriate remarks to children on their work. This motivation can also be allocated by distributing important responsibilities to children, such as wiping out the board before the teacher arrives, playing monitor in class and ensure that discipline is maintained and other such duties that the teacher can allocate to a responsible student in class.

Preferred Activity Time

There must be activity time in class. Children are no good for sitting tight and listening. It is very difficult to make a child simply sit and listen, they learn better if they are involved and their involvement can only be ensured by the activity that a teacher introduces in class. In this activity time children actually learn more than they do otherwise (Belvel, 2009).

Consistency

There must be consistency in the way in which a teacher handles the class. If one day, the teacher does an action to maintain discipline and the next day the teacher does not then, the teacher breaks the consistency pattern. That breaks students' trust on teacher.

Responding to Misbehaviours

A teacher should be polite but should not ignore misbehaviours. Punishments should be handed out accordingly to students who misbehave in class. Students must realise that there may be severe consequences if they do not abide by rules. But this punishment should be learning oriented such as writing lines or words etc (Jennings & Greenberg, 2009).

Praise, Prompt and Leave

A teacher should not stay focused on one act of a child. For instance, if a child makes a mistake, the teacher should prompt but should not keep reminding him of the same mistake over and over again. Also, if a child performs well, the teacher should praise the child and

should not stay stuck on that one achievement by the child. That would allow the child to stay moderate he would not become too proud rather.

Visual Instruction Plan

The teacher should also use visual plans in order to make the lesson more understandable to students. This visual plan allows the children to get the concept better than listening does (Milner & Tenore, 2010).

Conclusion

This paper takes into account ten strategies that successful teachers should adopt in order to establish classroom management. The paper takes these ten strategies because these affect the development of children mentally and educationally in a very positive manner. Children can grasp their basics quite well if these are implemented in classroom environments and if they do so properly, their personality can be formulated well for the rest of their lives.

References

Webster-Stratton, C. (2011). The Incredible Years: Parent, Teacher, and Child Training Series (IYS). In *Preventing Violence and Related Health-Risking Social Behaviors in Adolescents: An NIH State-of-the-Science Conference* (p. 73). Retrieved From:

<http://consensus.nih.gov/2004/2004YouthViolencePreventionSOS023Program.pdf#page=77>

Reupert, A., & Woodcock, S. (2010). Success and near misses: Pre-service teachers' use, confidence and success in various classroom management strategies. *Teaching and Teacher Education*, 26(6), 1261-1268. Retrieved From: [http://bottemabeutel.com/wp-](http://bottemabeutel.com/wp-content/uploads/2014/01/Reupert-Woodcock_Pre-service-teachers-use-of-strategies.pdf)

[content/uploads/2014/01/Reupert-Woodcock_Pre-service-teachers-use-of-strategies.pdf](http://bottemabeutel.com/wp-content/uploads/2014/01/Reupert-Woodcock_Pre-service-teachers-use-of-strategies.pdf)

Belvel, P. S. (Ed.). (2009). *Rethinking classroom management: Strategies for prevention, intervention, and problem solving*. Corwin Press. Retrieved From:

<http://books.google.com.pk/books?hl=en&lr=&id=XU-Nxbo->

[ONgC&oi=fnd&pg=PR1&dq=Classroom+management+strategies&ots=pJ0fDbAxaE&sig=I4AK](http://books.google.com.pk/books?hl=en&lr=&id=XU-Nxbo-ONgC&oi=fnd&pg=PR1&dq=Classroom+management+strategies&ots=pJ0fDbAxaE&sig=I4AK)

[2CYaAlnQe-](http://books.google.com.pk/books?hl=en&lr=&id=XU-Nxbo-2CYaAlnQe-)

[4uFfmxDCX7DU#v=onepage&q=Classroom%20management%20strategies&f=false](http://books.google.com.pk/books?hl=en&lr=&id=XU-Nxbo-4uFfmxDCX7DU#v=onepage&q=Classroom%20management%20strategies&f=false)

Jennings, P. A., & Greenberg, M. T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of educational research*, 79(1), 491-525. Retrieved From:

<http://prevention.psu.edu/people/documents/491.full.pdf>

Milner, H. R., & Tenore, F. B. (2010). Classroom management in diverse classrooms. *Urban Education*, 45(5), 560-603. Retrieved From: [http://bottemabeutel.com/wp-](http://bottemabeutel.com/wp-content/uploads/2014/01/Milner-Tenore_CM-in-diverse-classrooms.pdf)

[content/uploads/2014/01/Milner-Tenore_CM-in-diverse-classrooms.pdf](http://bottemabeutel.com/wp-content/uploads/2014/01/Milner-Tenore_CM-in-diverse-classrooms.pdf)