**TIMES TESOL**

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|  | **WE** make the class **T**ogether |
| **Teachers****Students****Parents** |
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**October 20. 2012**

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**“Having a second language is like having a second soul” –Charlasmerge-**

Classroom management is a term used by teachers to describe the process of ensuring that classroom

lessons run smoothly despite disruptive behavior by students.

The classroom management principles of the school are must be planned on the 5 factors. First factor

we need to consider is the age of students. Children need to be more overtly discipline than adults.

Generally young children are considered to be the most difficult. The Second factor is the reasons for

learning and the motivation of students whether they are obliged to be in the class or whether they are

volunteers. Third factor is the size of the class. It is more difficult to keep an orderly atmosphere in a

large class than a small one. Fourth factor is the atmosphere and ethos of the school. Some schools are

much stricter than others in their attitude to students’ behavior. The last factor is the respect the

members of the class have for teachers in general and you in particular. Those Factors must be put in a

classroom management to maintain the classroom atmosphere. To do that, we need to understand

nature and aims of education and we need to function in many different types of teacher roles and

leadership with multiple teacher awareness. Balance needs to be kept between exercising control and

encouraging a relaxed and friendly atmosphere. We need to be able to use proper Teacher Talk around

the level of students for successful lesson and need to be able to incorporate the concept of

ZPD(distance between actual development and potential development) and play in English education.

Teachers need to establish Open community to share ideas and experiences between teachers and

students will lead to success of leaning.

To create a positive classroom management atmosphere we as teachers have to plan to make

classroom rules for the students to follow while they are at school to respect their friends and teachers.

The classroom rules must be made with the students and must be detail specific and understandable

classroom rules.

Daily schedule can be written on the board for the students to look at and let them know what they are

going to do next to be prepared. Also safety rules must be put up to read through and to be aware.

what happens when a student beaks one of the rules? They can also come up with ideas, but they may

need guidance or suggestions from you. It is recommended that you implement a system of rewards as

well, not just consequences of not following the rules. Some consequences may be logical. If a student

throws paper or garbage on the floor instead of in the garbage can, they will be responsible for

making sure the classroom is tidy before going home. we may choose to give them a warning first,

the first time someone insults or disrespects a classmate their name goes on the board; the second time, t

they lose a privilege, like going outside to play, the third time, a call is made to their parents.

Having classroom helpers for example, book helper, pencil helper, plant helper, eraser helper etc…are

effective for the students to get involved in classroom maintenance and classroom activities. Seating

arrangement is important part too, because the way of seating position can be effected to the students

in a group work or individual work. Teachers need to have warning verbal explanation as well. Teachers

can encourage a sense of responsibility among students by giving each student a classroom related job.

For instance, one of our class have their plants on the window side. One student is required to water the

plants for one day, and others will do it later. While one could be in charge of keeping the plants other

students can be assigned jobs that match their ability levels as well.

Classroom management involves a system of rewards and punishments. Our school has a sticker chart

for the students to collect 100 stickers and will get a present from the teachers. The stickers are the

rewards of completing their homework, behaving well within the class including class activities such as

reading, writing, games etc… One of our school policy is not to eat any sweets. The parents should not

send any sweets to school or teachers are not allowed to give any sweets to the students. So we prefer

to give the small presents. Punishments (disciplines) will be given to the students when they are not

behaving well in the class or to their friends emotionally or physically. The Foreign teachers will ask

Korean teachers to talk to the students if they can not communicate well and clear enough for the

students to understand that situation or for the foreign teachers to understand what happened or why

thestudents did that. We always call them outside and make eye contact then let them talk about that

first. And we all together will decide what else we can do next time if it happens again, or what they

can do not to make it happen again. We did not have any situations to call the parents but it will be

necessary if it is needed. The students will be required to come to school everyday but sometimes the

parents will have their own excuses that we should agree with, but if the students are absents without

knowing us or parents, we will need to call the parents to solve the problems. We did not have any

situations yet, but we will have to talk with the parents to find why the students did that or what we

should do to keep the students at school. If the students did not complete their homework we give them

warning and call the parents to check their homework at home as well, even if we did that, and still they

do not do homework then we call them outside and let them finish their homework outside of the

classroom. Sometimes we as teachers have to make decision on how to react to it more harder. (in a

positive way). Our school has different age groups of 6~11 year olds. So for the young children, they are

allowed to speak in Korean when they have questions which they can not explain in English. But they

will have to whisper on teachers ears, and after about 3~6 months, they will be asked to use only

English in classroom. This way the students will feel more comfortable and get used to the atmosphere

soon. Also we have to remember it is very important to work with the parents, they have to be

consistent as we are at school, we have the right to ask the parents to follow our policy too.

I believe not only the teachers make effective leaning atmosphere but also the students and parents.

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| Teachers mustBe punctualBe well prepared for the lessonReturn homework promptlyDo what you say you are going to doTreat students consistently and fairly Try not to have your personal feelings about individual students influence the way you treat them as members of the group.Don’t ignore problems.Never make threats you are not able to or prepared to carry out.Never lose your temper(Gower, Phillips & Walters, 1995) |

10reasons why your classroom management plan isn’t working

1.You let students decide your fate

If you believe you’re at the mercy of your students, then you’ll always struggle with classroom

management . The fact is, you decide how your students behave, not them. The reason they’re no behaving the way you want them to is because of how you’re managing your classroom. Coming to terms with this is the first step to gaining control.

2. You don’t model you plan

Modeling is powerful teaching, especially when done in a highly detailed way. Instead of merely verbalizing your plan, show your students what you expect from them by putting yourself in their shoes. Pretend you’re a student and act out what acceptable and unacceptable looks like. Let there be no doubt about what is and isn’t okay in your classroom.

3.You don’t really follow through.

Most teachers who struggle with classroom management think they follow through, but in reality, they don’t. Try this experiment: Take a hard look at your rules and consequences and decide for one full day that you’re going to enforce them exactly as they’re written. You’ll know within one hour if you’re really following through as you should.

4. Your classroom is boring.

Consequences aren’t effective in curbing misbehavior if your students don’t enjoy being in your

classroom. If they’re bored and uninspired, then they’re not going to care if you send them to time-out.

It’s that simple. Time-out only works if your students feel like they’re missing something.

5. You give reminders.

A reminder is something that should happen before a rule is broken, not after.

For example, a student calls out in class and you say, “Good answer, Alex, but next time raise your hand.” Reminders like this, after the fact, are ineffective. They communicate to students that your rules aren’t worth the poster board they’re written on. An effective response would be to simple enforce a consequence.

6. You take misbehavior personally.

Taking poor student behavior personally will cause you to yell, scold, lecture, argue, sigh, use sarcasm, and otherwise show your displeasure. Reacting emotionally like this causes resentment, distrust, and ultimately, more frequent and more severe misbehavior. This is perhaps the biggest mistake teachers make.

7. Your procedures are weak.

Your students need to know what to do and how to do it during every minutes of the school day. If they’re idle or wondering what to do, they’re misbehave. Thorough, well-taught procedures relieve the teacher of stress and cut opportunities for misbehavior in half.

8. You cause excitability.

Rushing through your day, talking too much, micromanaging, overreacting, stressing-out, worrying about this and that. It all creates tension in the classroom and causes students to become excitable and prone to misbehavior. The solution: relax, breathe, slow down, and stay calm. Your students will mirror whatever energy you bring to the classroom.

9. Your students dislike you.

If your students dislike you, you’ll have little influence over their behavior choices. If your students like and respect you, however they’re want to please you, making classroom management a lot easier. This is why building rapport and trusting relationships with your students is so important.

10. You don’t have leverage.

Leverage is the real secret to classroom management and the reason why managing behavior appears easy to some teachers. It comes down to this: if you can create a learning experience that students feel privileged to be part of, then you have the leverage through your classroom management plan to ask for and receive exactly the behavior you want from your students.

There you have it.

I know some of these the mistakes can be difficult to consider. No one likes to think that their students dislike them or that their classroom is boring. But in order to create the class you really want, you have to confront your areas of weakness.

The good news is this: eliminate these mistakes, and you’ll never have to worry about classroom management again.