



Effective Classroom Management

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ABSTRACT

THE classroom is a very special and important place for teaching and learning. Good and well managed classrooms will contribute a lot in the attainment of the objectives of the day to day lessons. It is here where the students and teachers spend the whole day in discussing, interacting, reciting and exchanging ideas regarding the lesson being taken up. It is therefore very important for a teacher to have a thorough knowledge on classroom management. Management is defined as an act of planning, organizing, carrying on and controlling of people, equipment and processes for the attainment of goals. Applied to a classroom situation it is centered on two aspects: 1. Organization of the classroom, and 2. Classroom disciplines. Some of the things a teacher must consider in carrying out classroom management are consistency in the exercise and implementation of rules and regulations to be observed by the students once inside the classroom. It is very important for the teacher to involve the students in setting rules and regulations.

KEYWORDS : Cardiac Surgery, Intensive Care Unit, perioperative issues and risk profile.

It engages students: Students who are engaged in lessons and the learning material will be able to register the information better and be able to apply their knowledge when it comes to test taking.

It keeps students prepared: When teachers and students are prepared to learn, lessons and learning will be easier to be administered and the results will be more effective.

It boosts confidence: In an effective classroom, teachers are able to give more attention to each student and structure lesson plans to meet certain needs. All of these factors will help in boosting the confidence of students.

Keep the class interested: Students who are interested in the material that what is going on in the class will be less likely to cause any disruption, as their attention will be focused on their lesson.

Practice fairness: If you have kids, you would know that they have a tendency to get jealous very easily. Also, they can easily detect when injustices are occurring. As a teacher, you need to be fair and make sure that you keep your word and follow up with anything you commit to. Also remember to never play favorites in a classroom.

Practice humor: Creating a positive environment where there is laughter and happiness is key into keep students interested and engaged in their work, and more likely to comply with any rules.

Do not threaten: Threatening students can weaken a teacher's credibility in a classroom. Be careful when you use threats, if any. Instead, try to practice positive reinforcement.

Lead by example: If one of your rules is to have students show up to class on time every day, make sure that you practice those same rules yourself. If you are late, then you risk setting a bad example for your students.

Do not get angry: If you have a temper, leave it at the door. Teachers who lose their temper will eventually lose their credibility in the classroom and create an unfavorable learning environment for their students.

Give students opportunities: Giving students the reigns with certain things in the classroom will make them feel trusted and responsible. By showing students that you have confidence in their abilities, they will feel like the overall management and flow of the classroom is up to them to uphold as well.

Do not humiliate: Humiliating students will only cause teachers to lose their authority in the classroom and contribute to psychological damage in children, as well as fear and resentment.

Be alert: Teachers who are always aware of what is going on in their

classroom are less likely to have a controlled and managed class. Be sure to move around your class often and take time to interact with each student.

Establish classroom rules immediately and enforce them consistently.

Establish rules on the first day of class, and always follow through on the specified rewards for achievement and consequences for misbehavior. If you allow a student to get away with misbehavior without consequence even once, you've opened the door to future misbehavior and negotiation of rules. This is particularly important at the beginning of the year, when you're building your students' trust in you as their teacher.

Set logical rules and consequences.

Keep the goal of learning in mind and make sure students know why the rules are what they are: "We walk instead of running in the hallway because we want to make sure that everyone is safe." And fit the consequence to the crime: If a student makes a mess of the art supplies, the logical consequence is to clean it up. Arbitrary punishments like losing recess, or something else unrelated to the offense, teach students that you are mean and trying to force a power struggle.

Use positive instead of negative language.

As soon as you tell someone not to do something, the first image in that person's head is what you said not to do. I'll show you: Don't think about ducks wearing hats. Are you thinking about ducks wearing hats? Thought so. To avoid the meddlesome subconscious, opt for positive-language instead of negative-language rules. For example:

1. "Be prepared" instead of "Don't forget your pencil."
2. "Shut the door quietly" instead of "Don't slam the door."
3. "Listen to your teacher and peers" instead of "Don't talk in class."

And use the word "consequences" instead of the extremely negative "punishments."

Make your students feel responsible for their own learning environment.

Give your students agency over their learning environment, which gets them feeling responsible for their own learning. Create rules together as a class, encourage those with leadership personalities to direct the in-class discussion, and walk around instead of standing up front for the entire lesson so that you aren't the funnel for conversation. Ask students to "check" themselves, as in "Check yourself to see if you are using your indoor voice," which sends the message that you see the students as individuals who are capable of handling themselves.

Praise efforts and achievements for their own sake, not for the sake of teacher approval.

Give constant feedback about good behaviors: "I notice that Danielle has her book out and is ready to go. Now her whole row is ready!" But keep the emphasis on the behavior, not on the teacher's approval. Avoid saying, "I like how..." because it doesn't matter what the teacher likes. Students shouldn't do things to please the teacher; they should do things because they are the right things to do.

Be mindful of different learning paces and keep the students occupied.

Not all students learn at the same pace. Stick with those who don't understand the topic and check in with them regularly to help them keep up to speed and don't get frustrated and act out in response. On the flipside, bored students cause problems. Make sure that you are challenging the students who move more quickly through the material by over-planning and preparing extra, quiet activities. For example, if a student has finished their still life painting with 20 minutes to spare, challenge them to step up to the next level — introduce an unfamiliar object and a clean piece of paper.

Avoid confrontations in front of students.

It is never a good idea to make an example of a student by shaming them in front of his or her peers. If you're dealing with a misbehavior, speak to the student in the hallway or after class to resolve the issue instead of allowing an in-class confrontation.

Connect with the parents.

Make contact with parents early and often. Encourage attendance at parent-teacher conferences, if your school uses them, and demonstrate that you want to work with the parents to instruct their children to the best of your ability. If you develop a good relationship with the parents, you'll open a dialogue between parent, student, and teacher that allows for a freer flow of feedback — and it always helps to have the parents' trust.

The first time you do something, show the students how to do it. Then ask them to share what they noticed about what you did. Then ask a student to do it, and discuss that action with the class. Then have the whole class practice. If you go slow the first time, you'll be able to go faster later with the assurance that all the students know how to perform the action the right way.

Get the attention of every student before beginning class.

This doesn't require shouting "Be quiet, class is beginning" — in fact, that's almost sure to backfire. Instead, stand silent and wait until the students shush each other and settle. Or, if that's not your style, redirect the beginning-of-class chatter by throwing out an engaging question, comment, or observation: "It's been snowing for three days straight! Has anyone been playing in the snow?" Once you have everyone's attention, proceed with the day's lesson plan.

Use proximity and directness to your advantage.

If a student is misbehaving in class, continue your lesson but walk over and stand next to them. Having a teacher so close usually shuts down a student's misbehavior. You can also use a direct question to snap them back into the lesson: "Kevin, why do you think Hamlet is so indecisive?" Be sure to start the call-out with their name so that they hear the full question.

Be organized.

Structure, both within a lesson and throughout the academic term, will help your students stay on top of their work. Write the day's activities on the board before class. Hand out a syllabus at the beginning of the semester and stick to it; if you get off track, provide a revised syllabus so that students always know where they are in the course. During class, be prepared for each ensuing activity; lag time waste both your and your students' time and introduces apathy into the classroom.

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