CLASSROOM MANAGEMENT STRATEGIES

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A teacher is handling around 30 to 50 different personalities every school day. That is one tough job a teacher must face. As an advocate of learning, the teacher is responsible to ensure that effective learning is happening inside the classroom. One important prerequisite for this is to ensure that the classroom is conducive to facilitate learning. This is where classroom management comes in.

Classroom management strategies come in varied forms. Finding out which strategy works best for the class is vital. You can experiment one technique to another until you find something that best suits you and your students. This, however, can be a long process and can even pose unnecessary stress on the teacher and the students as well.

Looking for mentors who can give suggestions and/or share ideas and techniques that best helped them is another way to gain knowledge on proper classroom management. Teachers who have long been in the field of education can surely provide great ideas that can work in various situations.

Another strategy that teachers can utilize to effectively manage the classroom is to model ideal behavior. At the start of the class, include in the orientation the types of behavior that are suited, appropriate and acceptable in the class. Show students how to act. Examples of doing this are using polite language, keeping eye contact, keeping phones inside the pocket, allowing turns in speaking during discussions, and being respectful at all times.
Engage the students in establishing the rules in the classroom from day one. This helps in getting their commitment to behave appropriately in the class because they were asked what they believe should and should not be done inside the classroom. This is positive reinforcement and works best especially among young ones.

Effective classroom management empowers the teacher to build an orderly yet engaging learning environment. Involve the students and this gives the teacher an edge on doing the right thing at the most effective manner.

References:

