MAKING CLASSROOM MANAGEMENT PERSONALIZED

by:
Lisette B. Ellano
Teacher III, FAMES

Handling a group of students needs techniques that work best in groups. What would it be like to manage a student individually with the goal of putting the results together to form a great and working classroom management as a whole?

Make the classroom management personalized to each individual learner. The teacher can start with interviewing all the students one by one at the beginning of the school year. Get to know the students better. Know what they like, what motivates them, what helps them focus, who their friends are in school or in the class, what is their favorite subjects and what topics do they enjoy learning the most, what are their study habits, how do they remember lectures, among others. When a teacher knows what motivates a learner and what keeps his attention, he/she can use this as a guide in planning lessons that can surely draw attention from the learners.

Children love games. The teacher can use gamification strategies in lesson planning. Use stages in presenting lessons. Adjust score cards. Create game scenarios for the lessons presented. These encourage students to be more focused and engaged all throughout the learning sessions.

Peer teaching can also inspire students. Assign performing students to students who are struggling. Offer incentives to both students for accomplishments made to reward their efforts. Encourage building trust and rapport between the partners by modeling behaviors of confidence and camaraderie. Check out the progress regularly so that the partners will know that the teacher is concerned with their advancements in the lessons.
When a bad behavior surface, the teacher must ensure that the behavior is quickly addressed. Do not delay talking with the student and do the conversation in private. Act appropriately the soonest so that further behavioral problems can be avoided.

Doing individualized management can bring about best results for each learner. Similar success can be achieved when this is used as a class-wide classroom management strategy.

References: