VARIED STRATEGIES OF CLASSROOM MANAGEMENT FOR STUDENTS

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Teaching is complex and cannot be reduced to discrete tasks that can be mastered one at a time. Teachers must win their students’ hearts while getting inside students’ heads. (Wolk, 2003) According to (Haber man, 1995), he suggested that winning the hearts of students occurs through very personal interactions. This perspective is supported by research that teachers who develop relationships experience classroom behavior problems and academic performance. (Decker, Dona & Christenson, 2007; Marzano, Marzano & Pickering, 2003.) This purpose of this article is to list down some strategies that integrate knowledge and skills to help teachers develop personal relationships with students specifically in classroom management making education more effective.

The first strategy is building empathy. Empathy is probably the most important aspect of a positive helping relationship. In addition, it results in the student feeling understood. Empathy also is seeing with the eyes of another, hearing with the ears of another and feeling with heart of another.

The second strategy is admiring negative behaviours. This strategy looks upon negative student behavior as a skill he or she has been practicing and refining for many years. Hence, a teacher should acknowledge the skill that the student has worked so hard to develop and then redirect it. Give the students credit for all the years she has practiced the skill. This will lead to an increase in the student's perceived empathy from the teacher. It is important that this skill be applied with sincerity.
The last strategy is leaving the ego at the door. Apparently, a teacher must have the capacity to suspend the flaring up of his or her negative reactions for students are highly skilled at reading teachers impatient, rigid, angry and upset. To manage this, the counselor’s demanding skills is needed. (VanWagoner, Gelso, Hayes & Diemer, 1991.)

In summary, efforts to improve education must focus on the single most important component: the classroom teacher. (Ingwalson & Thompson, 2007) This effort must begin with a new paradigm in which teachers view classroom management as an ongoing exercise in building relationships.

References:


Ingwalson, G. & Thompson, J., Jr. (2007). A tale of two first-year teachers: One likely to continue, one likely to dropout. Middle School Journal, 43-49.