

CARE: PRINCIPLES OF CLASSROOM MANAGEMENT

Ritu*

Abstract

One of the most important aspect of the classroom is classroom management. The present paper explores the classroom condition existing in Indian setting. It seeks to identify the problems and challenges faced by the teacher in classroom. The researcher suggests the CARE principles of classroom management for maximizing learning outcome.

Keywords-Classroom management, CARE, Learning outcomes

INTRODUCTION

Effective education refers to the degree to which schools are successful in accomplishing their educational objectives. The differences in achievement between students who spend a year in a class with a highly effective teacher as opposed to a highly ineffective teacher are startling. Effective teaching and learning cannot take place in poorly managed classrooms (Jones & Jones, 2012; Marzano, & Pickering, 2003). Effective classroom management strategies support and facilitate effective teaching and learning. Effective classroom management is generally based on the principle of establishing a positive classroom environment encompassing effective teacher-student relationships (Wubbels, Brekelmans, Van Tartwijk, 1999). Classroom management is defined as ,the actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning..It focuses on preventive rather than reactive classroom management procedures . Good

classroom managers are teachers who understand relationship between teaching, student and class. Teachers who are curious, motivated learners receiving support and on-the-job training can continuously improve their teaching and become very skilled in class room management. It is undeniable that content knowledge of a discipline is indispensable for effective class management. Also, it is true that an individual's characteristic pattern of thinking, acting, and relating (i.e. personality) cannot be appreciably altered by an education department's curriculum. However, to assert that content knowledge and personality are the only two qualities of an effective class managers would be an untested assumption. Although personality cannot be taught, specific characteristics and behaviors can be isolated and developed to make better class managers .So good class managers can be made by proper strategy formulation and practice. The basic principals are Consistency, Awesomeness, Relationships, and Excellence, or CARE.

*Professor New Delhi Institute of Management, New Delhi

2.1 Definition of classroom management

It refers to the actions teachers take to create a supportive environment for the academic and social emotional learning of students. They describe five types of actions. In order to attain a high quality of classroom management, teachers must:

- (1) Develop caring, supportive relationships with and among students and
- (2) Organize and implement instruction in ways that optimize students' access to learning. The importance of developing favorable teacher-student relationships is there.
- (3) Teachers should encourage students' engagement in academic tasks, which can be done by using group management methods (e.g., by establishing rules and classroom procedures.
- (4) Teachers must promote the development of students' social skills and self-regulation.
- (5) Teacher should use appropriate interventions to assist students with behavior problems.

Hence, classroom management is an ongoing interaction between teachers and their students. "Classroom management refers to actions taken to create and maintain a learning environment conducive to successful instruction (arranging the physical environment, establishing rules and procedures, maintaining students' attention to lessons and engagement in activities)" Brophy.

Basic principals are Consistency, Awesomeness, Relationships, and Excellence, or CARE.

What it specifies are:

Consistency

Surprises are cool, but there are some things that shouldn't be surprising about our room, like:

- What happens when a student disrespects someone?
- What happens when a kid needs to use the restroom, or needs a pencil, or speaks while you are speaking?
- What do kids do right when the bell rings?

Having standardized ways of handling these things communicates to our students that we know what they are doing. And so planning for the bits of our class that will be consistent (rules, policies, procedures) is one part of Consistency.

The more difficult part of Consistency is actually teaching (and re-teaching) the routines we've designed and, even more difficult, enforcing our policies. Thriving cultures are best built on the foundation of consistent norms and behaviors, and such foundations depend on consistent reinforcement.

Awesomeness

Literally, we want our class to produce awe in our students. we want it to be special for our kids to be in there. We can achieve this in a few ways:

- Challenging our students beyond what they think they are capable of.
- Being honest with our students.
- Reminding your students, "Hey, _____ is who we are. _____ is what we do."
- Doing hard things.

Basically, this is going to look different in every classroom, but I think the golden standard is to achieve awesomeness while still being a team player amongst our colleagues and not exalting yourself over anyone or anything (e.g., completely disregarding our district curriculum because it's not awesome enough – a good workaround for that

situation would be to teach the curriculum fast so that we have time for more awesome things). Be awesome, but also humble.

Relationships

Here's what tends to be the earliest win for teachers.

Excellence, then, is the final piece of the puzzle; it's the part that keeps us striving and reaching and improving outcomes for our students. First and foremost, excellence has to come from us, just like it had to come from my teachers when we were in school.

The following steps as cited by Rademacher and Callahan (1998) are used for planning a rule management routine for becoming good class managers:

Step 1. Create rules and procedures based on cooperative and productive learning behavior.

Many behavioral problems can be eliminated when teachers begin to understand individual differences. For example, students who are low-achieving due to differences in learning styles, often have difficulty completing assignment and following rules and instructions inside and outside of the school setting. In other words, teachers who design and later teach effective rules and procedures based on principles of quality work expectations and cooperation will provide the necessary framework for teaching these low-achieving student how to be successful both in and out of school.

Step 2. Identify specific student behaviors for rule compliance.

After rules have been established, it is important to think about what the student needs to do in order to follow the rules successfully. How students will behave in accordance with the rules is important so

that teacher expectations of the students can be communicated.

Step 3. Define teacher responsibilities for rule compliance.

It also important to consider what the teacher needs to do to assist the students with rule-following behaviors. Understanding teacher responsibilities associated with each rule are an important element for determining the success of a rule management concept.

Step 4. Establish logical, positive and negative consequences for rule compliance.

Teachers must not criticize student in front of others for breaking rule. If they do, teachers will risk the opportunity to build a trusting relationship with the students. In addition, if the teacher implies that the student who broke the rule is bad, the teacher fails to promote positive self-esteem.

CLASSROOM MANAGEMENT STRATEGIES

Improving student behavior (e.g., self control) is an important goal in many classroom management programs nowadays. Moreover, in many interventions, both preventive and reactive strategies are used.

1) Teachers' behavior-focused interventions.

The focus of the intervention is on improving teachers' classroom management (e.g., keeping order, introducing rules and procedures, disciplinary interventions) and thus on changing the teachers' behavior.

2) Teacher-student relationship-focused interventions. The focus of the intervention is on improving the interaction between teachers and students (teacher-student interactions), thus on developing caring, supportive relationships.

3) Students' behavior-focused interventions. The focus of the intervention is on improving student behavior, for example, via group contingencies or by improving self-control among all students. Both preventive and reactive interventions are included in this category.

4) Students' social-emotional development-focused interventions. The focus of the intervention is on improving students' social-emotional development, such as enhancing their feelings of empathy for other children. Both preventive and reactive interventions are included in this category.

Further some more Strategies are suggested to become good class managers.

Approximately 80-85 percent of students will be able to meet classroom behavior expectations when given high-quality, universal instruction/intervention on behavior.

Explicitly teach students classroom expectations and routines

Teachers should not assume that students know the appropriate and expected classroom behaviors. Instead, teachers should make it a priority to help their students understand what appropriate classroom behaviors are and make this information explicit.

- Spend extra time teaching expectations at the beginning of the school year; this plan will help students get into the practice of following rules right from the start.
- Re teach our goals throughout the year, and make sure our students are familiar with these goals. It could be helpful to display them in your classroom.
- Make our classroom goals easy to understand and measurable (e.g., if our goal is to "be respectful" make sure our students know what that means.

Provide them examples of respectful behaviors that we expect from them).

- Generally, do not exceed five expectations at a time; too many expectations will cause students to forget directions.
- Adapt behavior expectations based on context such as group size or setting.
Reward positive behaviors
- Student praise is one of the most effective ways of increasing positive behavior. Giving behavior-specific praise that identifies what the student has done correctly is a powerful strategy for increasing good behavior.
- Assess what rewards are reinforcing for the students: do they appreciate teacher attention or prefer small prizes? Rewards only work if the student finds them reinforcing, so rewards may need to be tailored for individual students.

Develop a curriculum that facilitates student engagement

- Ensure that the difficulty level of the instructional materials is appropriate for the students. Instructional materials that are too easy or too difficult can result in off-task behavior.
- Create opportunities for student choice in materials studied. Student choice allows for greater ownership of academic experience.
- Incorporate student interest into the curriculum, causing the students to become more invested in what they are learning.

When a student doesn't responds to instruction?

If student doesn't responds' to instruction or interferes with classroom appropriate behavior, they may need a stronger or customized intervention.

Implementing intensive socio-emotional interventions for students with behavior difficulties is an effective means of enhancing classroom management because socio-emotional interventions can equip students with the competencies, skills and motivation they need to behave appropriately in school.

- Take Charge of the Class

Get everyone's attention before beginning class. That means the lesson won't be started, the lecture won't begin, and nothing will be written on the overhead until everyone is in his or her seat paying attention.

- Focus on the Disruptive Students

If students aren't paying attention or busy doing other things, get them focused by using nonverbal signals of disapproval. If they are talking, pause and look toward them. If in front of the class, continue with the lesson but walk toward the problem students and stop near their seats, while still teaching. If non-verbal cues are disregarded, the next step will be imposing discipline measures within the classroom such as having them stay a few minutes after class or changing their seat.

- Let Students Choose Their Seats

At the beginning of the school year, let students sit where they want for a few days. Then about the third day tell them that the next class period they should find a seat that they will keep permanently all year. When students choose their seats, they have "ownership" in those seats and tend to behave well in order to avoid being moved.

- Give Incentives to Do Their Best on Assignments

If an assignment will not be collected and graded individually, students may feel they have no reason to make an effort to do a good job on the no-credit assignment. Another strategy to motivate students to stay on task would be to have students who have not stayed on task remain after class for a minute. If there is no penalty for not working, they have no reason to work.

- Keep an Eye on the Students

Class goes so much better when you can see your students. Turn the back on them and you may get surprised. Position so that most, if not all of the class is visible. Watch out for shelves, computer equipment or class supplies that can block your view. When teaching, try to be facing students as much as possible.

- Establish Consequences for Misbehaving

Good classroom management starts the first day of school. Once students learn there will be consequences for misbehavior, they usually come around with good behavior.

CLASSROOM MANAGEMENT ISSUES AND THEIR SOLUTIONS

1. Undermining the instructor's authority

This is tricky as it speaks to "attitude." A student might be little the instructor or engage in a battle of the wills. This student would need to be privately told that their attitude was confrontational and asked how this might be resolved mutually. Acting as if they are not, even when we suspect they are, can convey a sense of confidence and control. Sometimes

merely assuring the student, while smiling, that we have indeed reflected on this issue at length and that they too will understand soon why the information or the assignment is valuable diffuses the situation. we may even want to encourage them to ask the question again at a later date if necessary.

2. Leaving class too frequently

We might ask the student if everything is OK privately so that they know that you are concerned by their behavior. Don't assume disrespect - it might be a bladder infection or some other physical problem.

3. "Spacing Out" or Sitting With Back to Instructor

If this is a repeated problem, students need to know that their non-verbal behavior is perceived as disinterest. we might ask them after class if they need a more comfortable seat. Some students are extremely shy and it might take half of the semester before they open up enough to make sustained eye contact or face the instructor completely. Remember also that sustained eye contact is a culturally dictated practice that might not be feasible for some students.

4. Poor hygiene (possible cultural considerations)

Poor hygiene, too much perfume, odor or other strong odors can be distracting or even nauseating to students. The cause for the odor might be culturally based in bathing preferences between cultures. I suggest letting the offending student know that in close quarters, some students have issues with strong smell.

5. Verbal or physical threats

Verbal or physical threats are serious matters they need to be discussed patiently.

6. Gum, Food and Cell Phone

Disruption need to be handled by explaining the problem associated with it.

7. Monopolizing Discussions

This is common but manageable. Many students are excited and talkative so it might be good to give them a few class periods to settle in. However, if it's evident right away that this is a trend, it's best to ask them to stay after class. we might approach them initially by saying that you are pleased with the amount of enthusiasm they have for discussion but were hoping that they have suggestions for getting the other class members equally involved.

8. Sleeping in class

Sleeping in class is considered rude. Most faculty believe it should not be tolerated and is best curbed up front by waking a sleeping student and asking them to step outside with you. Once there faculty often tell students that it's best for the rest of the class if they return when they are awake enough to be an active participant .Encourage students to actively participate, take notes. Students don't learn much from listening, so remember that the more they "experience" the learning process the more you are really teaching.

10. Refusal to Participate or Speak

We cannot force students to speak in class nor participate in group projects. This can be addressed and become a win-win situation by either giving the student alternative options to verbal participation or simply carefully coaxing some response out of them and praising whatever minimal effort we receive from them.

12. Sharing/Copying Work

Make sure that we are clear about what is individual vs. group work in our assignments.

14. Too Much Chit Chat

Give 2-minute chat times for groups or before class begins let them know that we have material to be

covered and that their talking isn't helping them achieve goals for the class

15. Disrespectful Behavior

The reality is that sometimes students just plain won't like us. We will find ourself in a conversation with ourself about why they don't like us and treat us with disrespect. So remember our role and look for a way to positively invite the student to engage more deeply in the class.

CONCLUSION

Teacher-student relationships provide an essential foundation for effective classroom management-and classroom management is a key to high student achievement. Teacher-student relationships should not be left to chance or dictated by the personalities of those involved. Instead, by using strategies supported by research, teachers can influence the dynamics of their classrooms and build strong teacher-student relationships that will support student learning. Efforts to improve education must focus on the single most important component: the classroom teacher. Teachers must be well prepared to face the challenges of working with young adolescents. The critical components of teacher preparation are the knowledge and skills from education and related fields that will enable them to develop effective, and often unconventional,

management systems in their classrooms. This effort must begin with a new paradigm in which teachers view classroom management as an ongoing exercise in building relationships.

REFERENCES

- Marzano, R. J., Marzano, J. S., & Pickering, D. (2003). Classroom management that works: Research-based strategies for every teacher. Alexandria, VA: Association for Supervision and Curriculum Development.
- Mathews, S. E. (2012). Singing smoothes classroom transitions. *Dimensions of Early Childhood*, 40(1), 13-17.
- McCready, L., & Soloway, G. (2010). Teachers' perceptions of challenging student behaviors in model inner city schools. *Emotional & Behavioral Difficulties*, 15(2), 111-123.
- McIntosh, K., Herman, K., & Sanford, A. (2004). Teaching transitions: Techniques for promoting success between lessons. *Teaching Exceptional Children*, 37(1), 32-38.
- McLennan, D. (2008). The benefits of using sociodrama in the elementary classroom: Promoting caring relationships among educators and students. *Early Childhood Education Journal*, 35(5), 451-456.
- Mertler,