

Classroom Management Philosophy

Molly Schweitzer

University of Mary

EDU 301

My classroom will be built on a foundation of clarity and trust. If I respect my students, then they will be more inclined to show respect to their classmates, school property, and their teacher. My classroom management philosophy consists of four elements: building a welcoming environment of trust, maintaining an organized program, appropriately reacting to misbehavior, utilizing attention-getters and facilitating students' independent growth and creativity.

My music room will be an environment where students feel safe and welcome. I will welcome students by greeting them at the door, writing a daily agenda or daily goals/objectives on the board, and possibly playing music while they enter. Once all students have arrived, I will lead a movement activity, offer time for quiet reflection about the day, or discuss what we will be covering to ready students for the lesson. Everything in the room will serve a purpose to eliminate clutter, and students will have assigned seating (either a circle spot or a chair) even though they will be moving around often. Within this environment, students will learn how to stay organized.

My classroom will be clean, and items that are available for student use will be easily accessible. Students will be assigned to a folder number, and they will sign a waiver that they are responsible for replacing lost or damaged music.. For additional classroom clarity, I will have students write all their important music events (i.e. concert dates, tour dates, audition deadlines, etc.) into their schedules; then I will have parents/guardians sign a sheet with the dates saying students imputed them to their schedules. I will also keep my schedule on my office door so students know when they can contact me with any questions. Repetition and consistency will be key with keeping an organized classroom. My hope with this practice is that students will understand my expectations and take initiative to help facilitate an organized environment.

My students will have difficult days, but I must never forget that they have dignity and deserve to be treated with respect. When a student appears to be disengaged, I will use proximity to let the student know I am aware of his/her actions. If the student continues to disrupt class, I will ask them to be my helper for the day or give them a task to divert their energy in a positive way. If a student is breaking a rule and clearly knows it, I will write their name on the board and tell them to meet me after class. If a student is breaking a rule and I cannot tell if he/she is aware, I will immediately, calmly, and discretely remind them of the rule, write their name on the board, and tell them to meet me after class. I will also closely monitor group projects and ask questions of students who may seem to not have a fair voice in the group.

Music can be really fun, so switching gears in a lesson may be difficult for me; this is where attention-getters come in. I will use rhythmic clapping to get students' attention. I will use if I raise my hand, you "see the pit and zip it". I will talk quietly and have my students perform various small tasks until the whole room catches on. I will also utilize a variety of nonverbal cues to guide students. For example, if I want students to gather in a circle, I will move my arms to show them where to stand. We will practice all of these so students know that we cannot continue until everyone is quiet and paying attention to the teacher.

A welcoming environment, an organized program, consistent consequences, and attention-getters are all tools I will use to help foster a successful music program and an ambitious group of students who long, not simply to make music, but to also show respect to others.