



Classroom Management

How students are expected to behave should not change from class to class, or day to day, or depend on the mood of the staff.

Research identifies the major program delivery concerns for practitioners as: discipline, classroom management, and motivation. The following strategies are recommended to address these concerns:³⁶

1. Explicitly state the rules, including rules too fundamental to require explanation. The teacher's authority must be established because it will be tested. These students are typically restless, impulsive, impatient, with a voracious desire for excitement. Rules and routine are critical or the situation becomes chaotic.
2. Get each day and each activity off to a good start. Plan ahead and have the materials ready for the students to get down to their work without a lot of uproar. A calm, well-organized start emphasizes that they are here to learn and that they have not dropped by to socialize.
3. Speak softly. This is not a contest to be heard over the loudest student. A firm personality, quiet dignity, and a pleasant demeanor are more effective than hostility and iron-handed discipline in maintaining order.
4. Establish a consistent routine. These students cannot cope with change.
5. Get to know the students. In their former large school, they may have sought the shield of anonymity. Develop a mutual understanding with them and learn about them, both their hopes and their disappointments.
6. Give students clear instructions. If they are sure what they are supposed to do, they are more likely to do it.
7. Depend on interest and engagement to keep order. Plan the students' work ahead of time, have all the materials on hand, and provide them with some options. Design meaningful, relevant activities, and don't let them become bored.
8. Hold the students accountable. They need to know that they matter, and everything they do, or fail to do, "counts".
9. Establish consistent discipline so that the rules are administered in the same way, at all times, by all staff members. How students are expected to behave should not change from class to class, or day to day, or depend on the mood of the staff.