EDE 4504 Critical Task

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**Philosophy of Management**

Classroom management is strategies or techniques that educators implement within their classroom to promote a productive learning environment. These strategies encourage a learning environment that fosters collaboration and positive peer relationships. After careful consideration, the basis of my classroom management philosophy is founded on the requirement to involve community and collaboration. The development of my management philosophy may be further examined at <http://amandasilebi.weebly.com/blog/classroom-management-philosophy>.

There are various classroom management approaches that may be implemented within the classroom. These include the Canter model (assertive discipline), the Cooperative Discipline (Albert) Model, and Kohn’s Beyond Discipline Model. My personal management philosophy attempts to capture the fundamentals of each of these techniques and encompasses some portions of each model. For example, the assertive discipline model entails rewards for positive behavior, which in my observation is extremely effective. However, it is criticized because it does not allow students to take ownership of their own behavior (Wolfgang). Therefore, I have incorporated, a portion of the cooperative disciple approach, which allows students to feel apart of their community by establishing rules and consequences collaboratively (Charles, 2002). My management philosophy reflects a combination of these two models, leaning more towards the Cooperative Discipline model.

The Cooperative Discipline model reflects a positive, collaborative classroom community that reflects my philosophy on classroom management. The classroom community plays a major role in students’ academic achievements and behavior within the classroom. In order to create a cohesive classroom community that enhances student achievement, positive relationships are crucial. Relationships influence students academically, personally, and behaviorally. Educators strive (or should strive) to foster positive relationships.

There are various manners in which to implement the cooperative form of classroom management. In order to work towards the goal of effectively implementing behavior management in the classroom, there are various strategies that will be beneficial. First, it is important that the students have a concrete understanding of the requirements of the task at hand. Through providing explicit directions and rules that state the consequences of getting off task, the students will enter the lesson or activity further prepared which should result in less off task behaviors. Through minimizing the time off task, the educator is increasing the productivity of the student. Providing students with explicit directions distractions, conflicts and/or disagreements will be minimized, and the learning environment will be enhanced. Another strategy that will enhance classroom management is positive reinforcement, which reflects the Assertive Discipline model. Positive reinforcement may be received in various forms including verbal praise or support. This will assist in avoiding conflict or disagreements.

Additionally, the Cooperative Model examines the concept of the teacher designing the classroom rules collaboratively with the students (Charles, 2002). I plan to implement the practice of collectively designing rules and/or procedures in my future classroom. This will enhance the classroom community and allow the students to realize that they play an important part in fostering a positive classroom community.

My classroom management philosophy reflects that of the Cooperative model because it exhibits the importance of collaboration in creating a positive classroom community in which the students are valued as individuals.

**Learning Environment, Needs of Learners, and Needs of the Learning Environment**

The learning environment should be organized in a manner that fosters peer collaboration. The classroom is organized into groups of four, which is cohesive to a cooperative learning environment. This method of classroom organization tends to foster positive peer collaboration in the classroom environment (<http://amandasilebi.weebly.com/blog/management-task-15-reflection-6>). The seating arrangement affects student achievement, participation, and collaboration. It is important to have a conscious understanding of what seating patterns foster collaboration and which do not. Through grouping students in a manner that fosters collaborating, they will have the opportunity to further explore academic concepts and foster social skills. I support this form of grouping because it is preparing students to participate in global community that requires collaboration. It also promotes student discussion and exploration that enhances student enthusiasm and achievement.

Because the needs of learners vary throughout the school system and classrooms, learners require differentiated instruction. This instruction must capture their individual academic needs, abilities, and backgrounds. In order to provide differentiated instruction effectively, the process and product of varying lessons must be altered for individual student success. Through many lessons, I have provided students with differentiated forms of classwork and assessment (<http://amandasilebi.weebly.com/blog/us-observation-one-reflection>).

In order to differentiate instruction that meets the needs of varying students, I will take their individual needs into account while planning lessons and activities. To meet the needs of English Language Learners, I will provide them various opportunities to exhibit their comprehension through a form that does not depend on their linguistic ability. For example, I will alter the product of the assessment and allow them to provide a visual representation instead of written. Additionally, I will provide them with various opportunities to further develop their Basic Interpersonal Communication Skills and Cognitive Academic Language Proficiency. This will be done through the various discussion opportunities that will take place in response to the cooperative environment.

To meet the needs of students with exceptionalities, I will provide them with the opportunity to use Assistive Technology as appropriate. This will give the students the tools necessary to preform to their fullest ability. Since there are a large variety of exceptionalities, I will meet the needs of the individual student by contacting an appropriate resource teacher or coach.

To meet the needs of gifted students, I will provide them with various enrichment opportunities to further foster their comprehension and challenge them on an individual level. I will also provide them various opportunities to lead discussion so that they are able to further develop their metacognition.

In order to foster academic achievement, the needs of the learning environment must be met. The learning environment needs to support student achievement academically by exhibiting student work. Through displaying student work, the learning environment reflects a collaborative and positive one in which the student is valued as an individual. Incorporating student work into posters and anchor charts is also effective in meeting the needs of the learning environment (example: <http://amandasilebi.weebly.com/blog/management-task-19-reflection-7>)

**FEAP 2 evidence**

In order to maintain a student-centered environment, the students should be valued as individuals and all of their needs must be met. Through valuing students as individuals, the educator is conveying high expectations to all students and demonstrates a respect of the students’ cultural linguist and family background. By meeting all of the students needs, the educator is adapting the learning environment to accommodate the differing needs of diverse students. This may be implemented in various manners in the classroom. By greeting each student as they walk into the classroom (example: <http://amandasilebi.weebly.com/blog/management-task-2-reflection-8>) the teacher is practicing modeling clear, acceptable oral communication skills and maintains a climate of openness and support.

Additionally, in order to maintain a student-centered climate, classroom management techniques that consider the management of time, space, and attention is necessary. Throughout this blog post (<http://amandasilebi.weebly.com/blog/reflectconnect-4>), I discuss my goals on creating a well-planned management approach to meet the needs of my students. The classroom environment is critical in the students behavior, academic achievement, and self-value. Throughout this blog (<http://amandasilebi.weebly.com/blog/reflectconnect-3>) I examine and reflect on the importance of a safe, organized, equitable, flexible, inclusive, and collaborative classroom environment so that the student may thrive academically and personally.

The classroom community should be one that values the student as individuals. The concept of individualism states that each individual is acting on his or her own, and they interact with the rest of the group as individuals. Collectivism views the group as the primary entity, with the individual lost along the way ("Individualism Vs. Collectivism"). Although individualism and collectivism are opposite sides of the spectrum, I believe that in order to maintain a student-centered environment, the educator should be fluid on this scale. It is important that the educator comprehends that the individual student is crucial and must not get lost along the way, but it is also important that the collective group is evident and valued. Through lying between the individualism and collectivism viewpoints, the educator is better suited to create and maintain an environment that values the individual and fosters positive peer collaboration.

**Facilitation of the Learning Environment Impact the Learners**

It is my responsibility as an educator to ensure that the facilitation of a learning environment that impacts the learners in my classroom in a positive manner. An example of the manners in which I ensure facilitation of the learning environment is through discussion groups within my classroom. These discussion groups impact the learners by providing them with varying peer insights and abilities. Throughout my instructional practices, I have implemented various discussion opportunities such as turn and talk, table talk, and hand up stand up pair up opportunities. The following link is of two connected lessons in which I implement various collaboration and discussion opportunities for students: <http://amandasilebi.weebly.com/blog/connected-lessons>. Through the facilitation of the learning environment that provides discussion opportunities, the learners have the most opportunities to develop their own comprehension and insights related to the topic.

The learning environment should promote student collaboration, positivity, and support. Through meeting the needs of the learners and environment, we can provide the students with the opportunity to succeed academically and personally. By valuing students as individuals, the classroom environment becomes much more inclusive and classroom management becomes cohesive and effective.

References

Charles, C. M. Linda Albert's 'Cooperative Discipline'. In Building classroom discipline. Boston. Allyn and Bacon. 2002. Ch. 5. pp. 67-84.

Individualism Vs. Collectivism. (n.d.). Retrieved November 23, 2016, from http://objectivism101.com/Lectures/Lecture39.shtml

Wolfgang, C. H. (unknown). Chapter 4: Assertive Discipline, pp. 79-99.