Mrs. Jordan Gallant

Classroom Management Plan

October 31st 2012

*“One looks back with appreciation to the brilliant teachers, but with gratitude to those who touched our human feelings.  The curriculum is so much necessary raw material, but warmth is the vital element for the growing plant and for the soul of the child.”  ~Carl Jung*

As a teacher, I hold tightly to the standards of ethics and professionalism demanded of me and I hope to go above and beyond this standard to provide children with a classroom environment that engages, empowers and inspires young minds to reach their full potential. My classroom management plan is based on the inherent dignity of children and right to the best education available that is found in the *United Nations Convention on the Rights of the Child*. This foundation means that I will provide students with the opportunity to engage in vibrant community, through their learning, as well as offer them a safe space where their best interests are upheld and their views and concerns are always heard. The physical arrangement of my classroom, as well as my approach to discipline, bullying, exceptionalities, and parent-teacher relations is considered with the best interests of every child in my classroom in mind.

I choose to make my physical space one which is engaging and fluid to fit the always-changing needs of my class. As I grow as I teacher, and as the needs of students change, the ability for me to re-consider the layout, student involvement in decorating the classroom and seating arrangements will grow and change as well. One of the opportunities that I have to create a communal classroom, as Kohn has mentions in his book *Beyond Discipline*, is to allow my students to be actively engaged in the creation of the key tools and decoration in the first weeks of school. Often teachers choose to take this responsibility on themselves, but I hope to use this time as a time of growth and establishing a key relationship between my students that will encourage them to see that my classroom is a safe space where they have power to impact their learning and their future. Children in my class will be actively engaged in creating their learning environment and will learn responsibility and what it means to live in community through this process.  Some of the tools I hope to use to make my room as flexible and inclusive as possible include Bloom’s multiple intelligence-based tools that offer various ways of learning and differentiation for those students who need it. I want every child feel confident not only in their ability to learn but also to love the life-long pursuit of learning.

At times, when disciplinary action may be deemed necessary and all other routes have been exhausted, I will always employ my best judgement to ensure children are given opportunities to learn and grow through their experiences. I hope to turn negative scenarios into opportunities teach my class about respect, inclusion and also impart character-building tools for each child to experience true social success in life. I will not act out of emotion or fear towards the children in my class, but rather in a way that students know they are my priority and I can always be approached to listen to their concerns with kindness.

All students will feel included and safe in my room as I openly welcome all concerns and fears in what I deem my “safe space.” This space will provide children freedom from bullying, discrimination, fear, undue pain and hardship and offer them kindness and a listening ear. My room will be inclusive of all differences and empower others to do the same. I will not tolerate bullying or discrimination of any kind and will act accordingly in all cases I observe bullying or I am informed of bullying. I do not take the issue of bullying lightly and I believe that the best prevention is educating young people about inclusion. Children who experience exceptionalities and giftedness will always have their interests looked out for in the process of classroom planning and lesson design and I will practice the inclusion I expect of my students through this process. My desire is to see every child succeed no matter their background, ability or physical/emotional differences. I will be quick to ensure this happens through constant engagement as we explore the curriculum together in fun and engaging ways.

I believe true education occurs both in school and in the community, starting at home. I do not believe that learning is confined to the classroom or a particular stage of life. For this reason, I know that my approach to parents of the students who enter my classroom is fundamental to their success. I want to empower parents to be positively involved in their child’s education as well as offer them the tools they may need to offer positive learning experiences for their children. Parents will know my classroom is a place where the success of their child is paramount and their wishes and concerns will be heard and considered. I will always work to ensure that parents feel included in the learning process and that my students feel proud to engage their parents in this way. I would be proud if my students felt excited to share their learning with those outside the formal education setting.

My class will be a safe and inspiring home for young learners as they journey through life and I wish to offer them the education and dignity they deserve. I believe children offer more to our world then we often acknowledge and, as teachers, we need to be quick to listen and inspire and slow to take all of the power in the classroom. We should never assume that a student is not capable of learning. I always want my students to recognize it is never too early for them to involve themselves in what matters to them and change their world, whether it is local or global. I know that my own life will serve as the most important model for my students and I must always be prepared to face any challenges head on with a kind heart, an open mind and enthusiasm. When students leave my room they should feel inspired, supported and excited to take on grander learning endeavors.