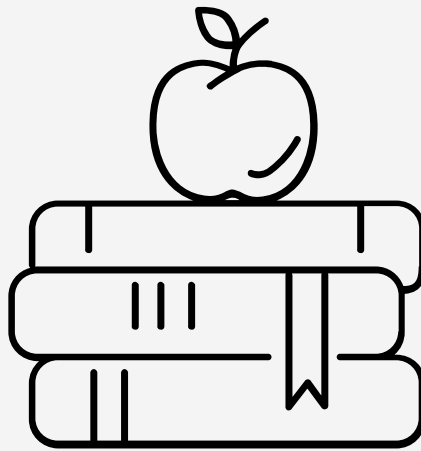


CLASSROOM MANAGEMENT MAGAZINE



BRITTANY MCNEIL, OCT

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BELIEFS

My belief about classroom management is to facilitate engagement and self-regulation. I want to encourage engagement by way of enthusiasm, just as my own passion for learning was sparked by teachers who brought energy and excitement into their lessons. I remember being a shy student who only started speaking to teachers and I want to create an environment where all students feel comfortable expressing themselves. I want to encourage students to be interested in gaining knowledge by making learning relevant to them. If conflict arises, students should be able to self-regulate to work through it. Let's talk about it. In my experience as a Student Teacher at Hewitt's Creek I found that giving students a voice in deciding fair consequences made them more accountable for their actions. Let us work together to create a firm but fair consequence. We can learn in a way that works best for the student.

To promote a positive environment, students should be motivated intrinsically. I want learners to love what they are learning and have fun. If they are interested and enjoying themselves, then the outcome of knowledge will be reached. I've seen this firsthand when working with students, whether it was at STEM Camp, where kids became excited about science when they could build and experiment, or in my practicum, where I encouraged a growth mindset through a poster activity that made students reflect on their progress.

On the first day of school, I want to ask students what they like. I will have a box in the class where students can submit notes letting me know their favorite things. I will try and incorporate their interests into lesson plans. For example, during my practicum at Codrington Public School, I allowed the class to vote on a topic to write our class report together. Afterward, students were allowed to write a report on any topic they wanted.

To build relationships with parents, guardians, and caretakers, I will be sending home questionnaires in our first class newsletter so I can learn more about their child. As someone who values communication, I know how important it is for families to feel connected to the classroom. The first newsletter will be sent home with the student on the first day, but afterward, newsletters will be sent through the Seesaw App.





ACCOUNTABILITY

Accountability will be a joint effort between myself and my students. I believe in a democratic classroom. Learners should help design the class. By participating, learners are creating a plan that they are interested in. I will take time at the beginning of the year to teach rules and routines. Together, we will create a classroom promise, a practice I observed during my practicum at Hewitt's Creek Public School. Students can understand standards and input their ideas to create those standards. They can let me know what they believe is fair and what kind of classroom environment they wish to have. To begin our promise, students will brainstorm promises together. I will write them all down. The class will take a vote, and we will pick the top 5 to be our main classroom promise. I will consolidate these into posters. In groups, students will decorate the posters by drawing demonstrations of what the promise means. Their groups will present to the class and we will have them posted on the wall to see. After, we will collaborate on consequences. Consequences will be broken up into 3 stages: first offense, think and reflect upon what you did; second offense, we call your parents; third offense, principal meeting. Students will also have to give earned time at the end of the week for each level of offense. Students will collaborate on how many minutes will be added to each offense. There are non-negotiables that will go straight to the Principal. They are bullying, unwanted touching, and racism.



CONSIDERATION OF CHILD DEVELOPMENT

In primary/junior divisions, children are starting to develop. Their attention could be drawn to other things like emotional changes and peer relationships. Their interest may not be learning. My role as an educator is to be a facilitator and help guide the children to knowledge. I help them figure out what ways they like to learn. I would describe a facilitator as a guide who can stand up for students in a level-headed and productive way. That is to say, a facilitator-type educator's job is to help learners self-regulate. By doing so, facilitators give students problem-solving, analytical, and interpersonal skills. I will use a mix between openness and conscientiousness. This will work with learner strengths because I will take their strengths to use to my advantage. If their strength is communication, I will implement a buddy system where they can discuss what they have learned—for example a reflection on a field trip the day prior. The class should be writing independently about their time, but the children are getting distracted by chatting with their friends about recess. Since they are in a chatty mood, I would break them into groups and have them discuss guided questions I could provide. I put this into practice during my Practicum at Codrington while reading *Romeo & Juliet*. I had students break into groups and create a prediction of how they thought the play would end. It redirected their energy into knowledge.

Similar to Jean Piaget's theory, I believe molding and conditioning them into what an educator deems acceptable, can hinder their ability to develop (Online Learning College 2022). If a student becomes disruptive due to being tired, overstimulated or uninterested, educators should be a guide through their emotions and not an authoritative figure. I would implement a reflection area where I could let students go to analyze the situation. I would offer to help talk them through it when they are ready. An anonymous feelings box where students can express themselves and how I can help them, but remain anonymous.



STRATEGIES FOR IMPLEMENTING CLASSROOM MANAGEMENT

I believe students learn best when they are engaged in the subject matter. One way to foster engagement is by giving students a sense of autonomy in their learning. John Dewey's progressive approach to education emphasizes the importance of student-centered learning, where students take an active role in their education rather than passively receiving information. In my classroom, this means allowing students some choice in what and how they learn. For example, I observed this practice at Codrington Public School when students were allowed to do an "Anything Projects" where students made presentations on any topic they wanted and used an inquiry-based method to conduct research. By providing students with opportunities for hands-on, experiential learning, I can cultivate curiosity and deeper understanding.

At the same time, students are still developing self-regulation and social-emotional skills, and part of my role as a teacher is to guide them through this process. One strategy I will implement is open reflection time, where students can share personal experiences, such as weekend activities or vacation stories, with the class. During my time at Hewitt's Creek, students always wrote a Friday letter. It was a structured time to express themselves. It reduced off-task behavior and increased classroom cohesion. This practice aligns with Vygotsky's theory of social constructivism, which emphasizes the role of social interaction in learning.

To ensure this reflection time is meaningful, I will incorporate both verbal and written components. Students will have the option to present to the class or document their reflections in a personal journal. This not only provides an outlet for self-expression but also helps develop communication and writing skills. As a teacher, I will take anecdotal notes to observe how different students engage with this process and adjust strategies accordingly. By fostering a supportive environment where students feel heard and valued, I can help them develop the self-regulation skills needed to succeed academically and socially.

CREATING COMMUNITY WITH FAMILIES & COMMUNICATION WITH FAMILIES



I want to create a community outside the classroom, something that goes beyond parent/caregiver/teacher nights. I plan on having multiple craft nights to have families come in and get to know me and get to know each other. I will notify everyone on the Seesaw App or email of upcoming nights.

On these nights, we can work as a team! I want to know your input or ideas for fundraising for local charities. I want my classroom to be an open door to families. I want everyone to feel included on the learning experience.

My contact information and office hours are listed on the first newsletter. That is included at the end of this e-magazine and will be sent home with learners after the first day.

For any field trips, I will further notify on the Seesaw App or email in case any parents/caretakers wish to volunteer.

ENGAGEMENT

I want to engage learners by starting with a “Minds-On” activity to start a lesson. It will warm up their minds and get them ready to learn. For example, Counting Ball Toss and Cube Thoughts. On the next few pages are explanations of each “Minds-On” activity.



COUNTING BALL TOSS



Objective: Get the class engaged with each other and also practice their addition.

Instructions: Have all the students stand up at their desks, if they are able while doing the ASL symbol for “pay attention.” The educator will demonstrate the symbol for the class before the start. Once everyone is doing the ASL symbol for “pay attention,” the educator will sign “thank you!” and have the class mimic the sign.

Once students are engaged and their eyes are on the educator, instructions will be given for the hook game. If students do not wish to participate, they may stay at their desks and clap in ASL. The educator will instruct the sign.

The game is ball toss. In this session, we will be counting by twos. However, counting by different variations or categories can be done depending on the level of the class. The educator will start by saying, “Hey you count by two”, call the student’s name, and toss the ball. The educator will instruct the student to toss the ball to another student by calling their name and then the following number. From there, the class will toss the ball at each other and continue to go up by twos. If a student gets the number wrong or drops the ball, they will sit down. The ball will be handed to the person beside them and the game will continue until time’s up or one student remains. Time’s up is determined by the educator and how long they wish to incorporate this into their lesson.

Goal: This will have the students working on their math while also engaging in the class.

Reasoning: This activity is a great way for teachers to take the first mind frame of John Hattie into practice. We can evaluate students and their progress with their math while hiding it under the guise of a fun, interactive class game. Playing multiple rounds will give the teacher a good idea of who is progressing faster than the other students.

Inclusion: If students do not want to participate or are worried about a ball being thrown at them, they may stay at their desks and ASL clap. The teacher, however, will heavily encourage the student to play if appropriate. Students may also pair up with another student; together, they can answer the math questions if they are worried about speaking in front of a class.

CUBE THOUGHTS



Objective: Get the class engaged with each other and engage in discussion about the literature read.

Instructions: Have all the students stand up at their desks, if they are able while doing the ASL symbol for “pay attention.” The educator will demonstrate the symbol for the class before the start. Once everyone is doing the ASL symbol for “pay attention,” the educator will sign “thank you!” and have the class mimic the sign.

Once students are engaged and their eyes are on the educator, instructions will be given for the hook game. If students do not wish to participate, they may stay at their desks and clap in ASL. The educator will instruct the sign.

The game is cube thoughts. A cube will be tossed around the class that has questions that will promote discussion to whatever book we are reading. The educator will start by saying calling the student’s name and tossing the ball to them. The student who catches the cube must answer the prompt their thumb lands on. After the student answers, the educator will instruct the student to toss the ball to another student by calling their name. Time’s up is determined by the educator and how long they wish to incorporate this into their lesson.

Goal: This will have the students working on their literacy comprehension while also engaging in the class.

Reasoning: This activity is a great way for teachers to take the first mind frame of John Hattie into practice. We can evaluate students and their progress with their literacy comprehension while hiding it under the guise of a fun, interactive class game. Playing multiple rounds will give the teacher a good idea of who is progressing faster than the other students.

Inclusion: If students do not want to participate or are worried about a ball being thrown at them, they may stay at their desks and ASL clap. The teacher, however, will heavily encourage the student to play if appropriate. Students may also pair up with another student; together, they can answer the literacy questions if they are worried about speaking in front of a class.

MANAGEMENT PLAN



Parents/caregivers are probably curious how the class will be managed. This section will go over the basics and some frequently asked questions. If you have any additional questions, please reach out!

FAQs

Q: How will I get to know students?

I will get to know my students by playing “Get To Know You Bingo”. Each student will get a card and have to communicate with the class to find out who they have similarities with. If they are similar, then they write down their peer’s name in that square. A student must try their best to fill out the whole square. There are no winners, but after 10 minutes, I will ask students to return to their desks and I will ask them a series of questions about the prompts. We will discuss who is similar, and who is different and create a dialect to get to know each other.

Q: What is your discipline plan? Are you going to reward students for good behaviour?

My discipline plan will be collaborated with students. Consequences will be broken up into 3 stages: first offence, think and reflect upon what you did; second offence, we call your parents; third offence, principal meeting. Every Friday, students are awarded earned time to do whatever they like, so long as they have a clean desk, finished all their work for the week, and have no penalty minutes. Students will collaborate on how many penalty minutes will be added to each offence.

To work on class behaviour as a whole, there will a marble jar system in place. At the beginning of the year, all the marbles will be in my jar. If I see the class practicing their classroom promise or other good behaviour, I will move marbles from my jar into a class jar. If by the end of year, the class has more marbles than me, they will win a half day of earned time.

Q: How can students get your attention?

All students are welcome to raise their hands if they have a question. If they wish to ask something more private, they are welcome to come to my desk during independent time.

Q: What will you do to get the students attention?

A few strategies that I will use to get my classes' attention include:

- Teacher: Hand's on top Class: that mean's stop
- Teacher: Eye's on me Class: Eyes on you
- Teacher: Waterfall Class: sshhhhhh

Feel free to practice at home!

Q: How will students know expectations?

Expectations will be set in conjunction with students. This not only includes the classroom promise and discipline as previously discussed, but expectations. I will set the main expectations, about the quantity of the expectations that will be collaborated on. For example, how many sentences would be a level 3 expectation for a reflection? What do we think is fair?

Q: Will I be giving out homework?

There will not be assigned homework for my class. However, there will be resources provided that students may use on their own time to practice their skills. Some resources include Knowledge Hook, Get Epic, and Pebble Go. Log in information for the resources will be provided as we get to the unit that applies to that resources. This information will be added to Seesaw.

Q: How will you build a sense of community?

I will get to build a sense of community by have art nights every so often. Together with students and their families we can explore the arts: visual, crafts, and drama.

Q: How will you handle bullying?

Bullying is a non-negotiable. If a student is caught physically, verbally, emotionally, or virtually intentionally causing harm to another student, they will immediately be sent to the principal's office.

If your child reports that they are being bullied, please contact me as soon as possible. I will speak with the bully, your child, and the principal. We will work together to create an action plan.

In my classroom, students will be taught kindness and how to communicate using their words. We will practice how to communicate mental literacy in our class to try and prevent bully before it happens. However, action will be taken if bullying occurs.



MANAGEMENT MODELS & THEORISTS

Who influences your
management plan?

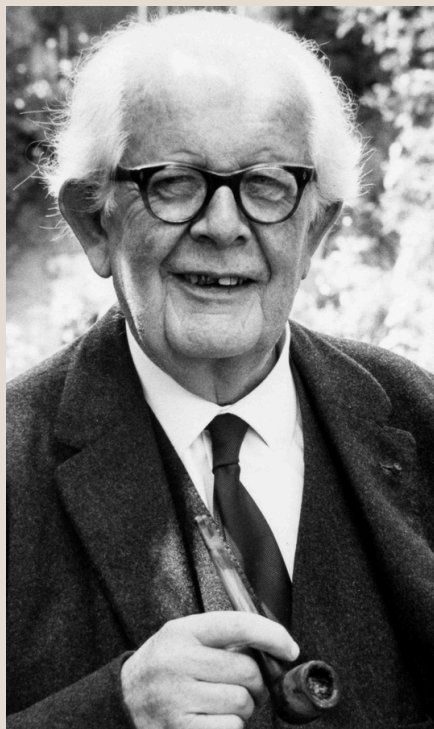
John Dewey is the main influence for my classroom setting. Like Dewey, I believe in a democratic classroom. Fair consequences will be determined by the class, as stated with our classroom promise.

Similar to Jean Piaget's theory, I believe molding and conditioning them into what an educator deems acceptable, can hinder their ability to develop. I would like to redirect attention when needed.

Like B.F. Skinner's idea of behaviourism, I wish to use positive reinforcement. I will be positively reinforcing comprehension. I will use a "Caught Good" system. If a student is caught being good, they will get their name put into a bucket. Every Friday as a class we will draw out two names from the bowl. The two students' whose names are drawn will get to choose from 4 prizes: getting to use the teacher's chair for a day, getting to eat lunch with a friend at a different table, getting to have a toy on their desk, or getting to use a funky pen.



John Dewey



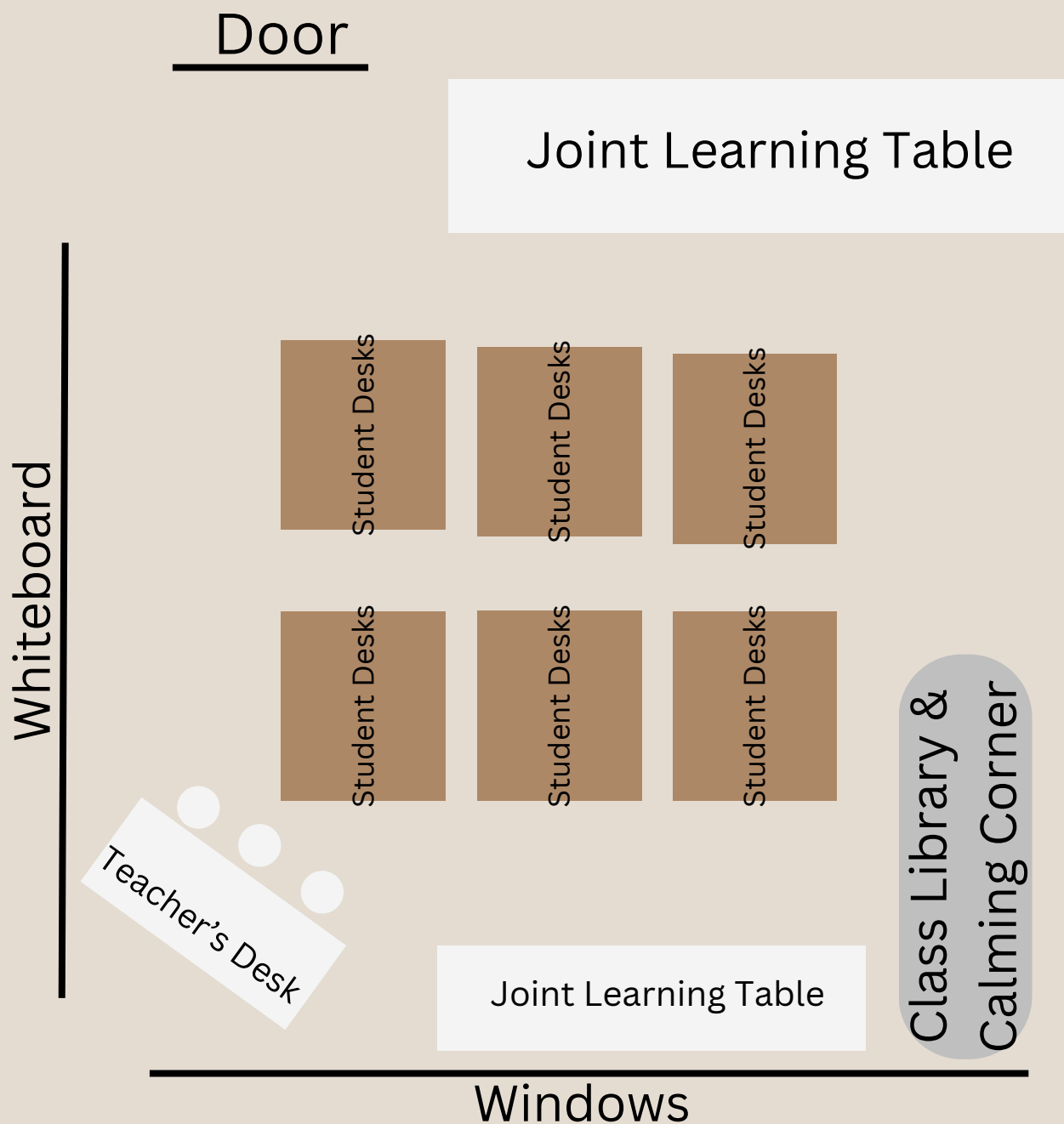
Jean Piaget



B.F. Skinner

CLASS MAP

Here is a peek at how the classroom will be set up. Students will be sat in groups to promote social learning. Desk arrangements will be changed every month. Students will have access to a calming corner in the class library for self-regulation and resetting if needed. There are also joint learning tables for students to collaborate. my desk will be at the front. Chairs will be placed in front of my desk to invite students to come ask questions and engage with me. Outerwear and backpacks will be in the hallway.



PARENT ENGAGEMENT/ COMMUNICATION - SNEAK PEEK!

I look forward to getting to know all my students and their families! Please see on the next page for a sample first newsletter, which will be going out with students on the first day. It has all my contact information, office hours, and instructions on how to download the Seesaw App. I will also be posting Art Nights on Seesaw for parents/caregivers and students to come together as a community.



MS. MCNEIL'S CLASS NEWSLETTER

Welcome to my classroom! I look forward to the upcoming school year.

DATE



ABOUT ME

I received my Bachelor's of Education at Nipissing University. I am very passionate about teaching and hope to take a student-centred approach to ensure putting your child's learning first.



HOW TO CONTACT ME

For daily interaction with the classroom and preview of the weekly class lessons, download the Seesaw App on your phone. You may directly message me there. You may also contact me by email lmcneil@cedbromfield.ca 705-555-1234. I will not be responsive during my lessons, but I will try my best to respond to messages during the day when I can. My office hours will be 8:00 a.m. to 8:45 a.m. and 3:45 p.m. to 6:30 p.m. I will be available for meetings and phone calls during those times. After 6:30 p.m., I will respond to your messages the following morning. If you wish to schedule a meeting outside of these hours, please contact me and we will work something that best suits you.



TELL ME ABOUT YOU

I am so excited to get to know your family this school year. Please fill out the questionnaire on the next page. If you do not wish to answer some questions, that's totally okay! Fill out what you are comfortable with!

ABOUT YOU QUESTIONNAIRE

Let me get to know you! Please fill out the questionnaire below so I can learn more about your family. I want to know important information about your child and customs so I can make a classroom best suited for everyone!

Your child's name:

Birthday:

Allergies:

Any need to know health info (inhalers etc.)?:

Religion:

Special holidays/customs:

Parents/Caregivers name(s):

Parents/Caregivers phone number(s):

Parents/Caregivers email(s):

Any other information you want to share?: