

Self-evaluation

Education



room Management Self Reflection Paper Having worked for quite some time in designing school programs, I have acquired such significant skills and experience, which I believe has gone further into developing my career. I often deal with high school-aged Latin males in an urban setup. I have with time discovered many things in the classroom management, and I have also had the opportunity to reconcile theory with practice, which has given me such rich experience in my work.

With time, I have discovered that creating a holistic and healthy classroom environment that foster's rich learning outcomes is quite a task. This is due to many factors in the interplay, which converge to create a learning atmosphere of any one learner (Jones & Jones, 2007). These factors are subjective and highly specific to each client, and the teacher will be bestowed with the challenging responsibility of creating such an environment that is suitable for most, if not all the students for optimal learning.

While many teachers will take the idea of taking over the control of the classroom immediately after stepping in, I find that approach a little unnecessary. It is important to highlight the expectations when a classroom, and occasionally reminding the student. Taking the total control, however, beats down the students and in a way, benefits the teacher more than the learner. The teacher should help the student use their skills and previous knowledge to tackle issues, therefore, creating their own experiences.

I have also successfully incorporated the idea of community in the class. Appreciating the cultures of my different students and involving the parents has successfully fostered a feeling of collective responsibility on the part of students (Weinstein, Tomlinson-Clarke, & Curran, 2004). Each student's

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diversity is acknowledged, and these variations have been turned into productive learning experiences (Hershfeldt et al., 2010). This is because, as the teacher, I have acknowledged these diversities and used them for learning purposes in the class. This has successfully incubated the feeling of being recognized and acknowledged by the students that have added to the rich learning experience in my classes.

I have also established an appropriate punishment-reward system for reinforcement both positive and negative reinforcement. I swiftly deal with bad conduct to discourage the spread and propagation of the same. I always acknowledge good class conduct, and I award it to reinforce the behavior positively. And since I am well vast with information on behavior management, I would needlessly say that my classes often run smoothly with few to now disruptions. Thanks to my emphasis on classroom conduct, my students have no trouble following classroom rules because I made them understand the importance of those rules, of acceptable conduct.

Since I ensure an interactive classroom environment, my students are usually encouraged to ask questions and raise concern freely. I have used a behavioral approach by modeling the behavior I would desire in my students. Cooperation is very desirable element in my classroom, and since I teach with passion, any class happenings are well known to me. This has created trust between me and my students.

Conclusion and reflection

Classroom management is dynamic, requires constant consideration of various individual needs of different individuals and addressing such needs in a way that fosters a healthy class learning environment. I constantly pursue current information on the topic of classroom management for better

management. The experience I gather every day while working help me become better in being a teacher and in the art of classroom management.

References

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