

# Classroom management and discipline in regular classrooms

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In "Learning to Teach, Teaching to Learn," Harry and Rosemary Wong describe the successes and the jobs encountered by Jessica Fenton, who portions how she overcame some major obstructions she faced in her first twelvemonth of instruction. Fenton's first challenge was that she was trained as a simple school instructor, but upon graduation, she was offered (and accepted) a place learning 9th grade English. Fenton felt overwhelmed and unprepared from the beginning, confronting jobs that were never addressed in her college instruction classes. She was beginning her clip instruction, coaching, chaperoning school dances, volunteering on assorted commissions, and assisting with graduation. Fenton was working from seven A. M. to midnight and still felt unprepared.

By Christmas interruption of her first twelvemonth of instruction, Fenton was close to giving up on her dreams of being an instructor. Alternatively, she decided it was time for an alteration and committed herself to learning how to go a better instructor. She attended seminars, attended workshops, read books, and stole any good thought she discovered along the manner. Fenton shortly realized that, with a few alterations, she could turn it all about. She started by developing a list of processes that would do her schoolroom modus operandis run swimmingly. Using the three measure theoretical account taught in *The First Days of School* by Harry Wong, Fenton taught these processes to her pupils by explicating each process, patterning and practising them with the category, and implementing a method of follow through to reinforce each process.

Once Fenton created a new degree of direction and organisation to her schoolroom, she was able to learn with easiness. She besides distributed two press releases to her pupils. The first was a department-wide class lineation that explained the literature they would be analyzing, how they would be graded, and the policies for assignments and prep. Most significantly, at the underside of the paper was this statement: `` The grade of success earned by the pupil will depend on committedness and ownership. If the three participants: pupil, parent/guardian, and teacher, work together, the pupil will see success. " This press release was sent place to parents and defenders to see. The 2nd press release was a Course Information page that laid out her major processs, listed the specific dislocation of how each twenty-four hours was traveling to be run, explained their forenoon bellwork, what to convey to category every twenty-four hours, and how they were to form their work. When Fenton returned to school from the vacation interruption, she was a changed instructor. Because Fenton set clear outlooks of her pupils and herself, she set the phase for a successful remainder of the twelvemonth.

At the beginning of the school twelvemonth in 2009, Fenton got the chance to run into her long-time graven image, Erin Gruwell, the instructor of the Freedom Writers. As a new instructor in Long Beach, CA, Gruwell was shocked to larn that merely one pupil in her category knew of the Holocaust. At that minute, she decided that her course of study would focus on on tolerance. Gruwell inspired 150 deprived pupils write their narratives, do films about their lives, keep diaries, read books about other adolescents, and associate the stuffs they studied to their ain lives. These pupils became

known as the Freedom Writers. Gruwell founded the Freedom Writer Foundation in 1997. The end of the foundation is to `` animate immature pupils to pick up pens alternatively of guns. " Now Gruwell portions her experiences with instructors across the state. After run intoing Fenton, Gruwell offered her an chance to come to the Freedom Writer Institute in California. Fenton gracefully attended the Institution, and took what she learned back to her schoolroom.

Fenton and Gruwell portion a deep passion for pupils and their profession. One of Fenton 's ends is to associate to each of her pupils in a personal manner. Now, on the first twenty-four hours of school, Fenton begins with a Power Point presentation presenting herself, her personal grounds for why she loves to learn, and fun facts about herself. Subsequently, her pupils make full out an in-class checklist to place the manner they learn best, what their concerns are, and what countries of the stuff they are fighting with. This encourages unfastened communicating between Fenton and her pupils. Inspired by Gruwell, Fenton sets high outlooks for her pupils by holding them make full out a study that asks what grade they hope to accomplish and how they plan to make so. The pupils are required to subscribe a statement that states their personal committedness to accomplishing their ends.

Fenton is now in her 4th twelvemonth of instruction, and she believes that she has the best occupation in the universe. As an active subscriber to the New Brunswick Teachers ' Association and a member of the Ad Hoc Planning Committee, she portions her passion and dedication to doing a difference in

her pupils' lives. Though Fenton is a successful instructor, her end is to go on to learn from her pupils and to become a better pedagogue.

### Analysis

The text edition states that Jacob Kounin conducted schoolroom surveys in the 1960's to find the best manner to run a schoolroom and subject. He found that good instructors used identifiable processes for deriving pupil attention and clear learning outcomes. These thoughts, which coincide with the Managerial approach, were used by Jessica Fenton to become a more effective instructor. By putting up clear regulations, processes, and outcomes, Fenton was able to pull off and form her schoolroom in the 2nd half of her first twelve-month. This is the recommended approach for new instructors, and one time in topographic point in, Fenton's schoolroom modus operandi flowed swimmingly. By putting up clear modus operandi and processes, her pupils were organized and ready to learn. This besides left less chance for misbehaviour, because Fenton was maximising their acquisition clip.

The text edition besides discusses the work of William Glasser, a head-shrinker and a great educational mind. He believes there are seven linking words that instructors can utilize to better dealings between themselves and their pupils: lovingness, listening, backing up, lending, promoting, swearing, and befriending. These words, portion of the Humanistic approach, are used by Fenton to better her relationship with her pupils. On the first twenty-four hours of school Fenton portions facts about herself that allow the pupils to acquire to cognize her better. She besides uses an in-class

checklist, in which the pupils tell her about themselves and their concerns. This opens up the lines of communicating between pupil and instructor, and promotes a figure of the linking wants mentioned by Glasser. Fenton besides promotes ripening by holding the pupils fill out a study inquiring the class they hope to accomplish, and how they plan to make so. The pupils sign a personal committedness to accomplishing this end.

In drumhead, the acquisition in Jessica Fenton 's schoolroom did non happen merely for her pupils. Because she was passionate about her pupils and her profession, she worked to better fix herself as an pedagogue. Her penetration was non new, as evidenced in the work of Kounin and Glasser, but her cognition of the attack to learning was new to her. Her committedness to personal growing and larning sets a criterion for her pupils to follow.

A Wong, Harry and Rosemary. `` Learning to Teach, Teaching to Learn. " Teachers. Net. Mar. 2010. Web. 04 June 2010. & It ; hypertext transfer protocol: //teachers. net/wong/MAR10/ & gt ; .