

MELISSA MOFFAT  
CLASSROOM MANAGEMENT PLAN

I have the great opportunity to work with children and be a part of their lives. I treat this responsibility as a great privilege! I firmly believe this is not just my classroom, but the classroom of my students, their families and the school and we need to work together to create our classroom community. As we all grow and learn together these children become a part of my life and my heart. The classroom I strive to establish relies heavily on the following;

- Building a community with students, families, and school
  - Open communication and discussion
  - Support
- Self regulation
- Accepting, accommodating, and encouraging students in all positive learning ambitions
- Lessons that the children will be actively involved in through exploring, discovering, and creating

Imagination and creativity are fundamentals in an early childhood education. My education and experience reflect these two values and will be incorporated into my classroom. It is my hope that in our classroom community, children feel safe and take educational leaps and strides in their learning.

PREVENTATIVE DISCIPLINE

In our classroom, I want children to know that they are in charge of themselves. It is a crucial lifelong skill to learn how to self regulate and children will be given the opportunity to do this throughout the whole day. I will guide them to do this through;

- Communicating student expectations
- Having open ended activities and lessons
- Monitoring student behavior
- Giving them the verbal cue “who is your boss?” and “who is in charge of you?” to help remind them to stay on task

We will establish our classroom rules together. At the beginning of the year, we will brainstorm, discuss, and vote upon rules for our class. Allowing the students to participate in this gives them ownership of the expectations and behaviors that are permitted. Rules that I will discuss with them include

- Follow directions the first time
- Keep hands, feet, and other objects to yourself
- Raise your hand and wait for permission to speak
- Be nice and respectful

Through the year, there will be classroom rewards and incentives to encourage following the rules. The students will earn points, both individually and as a group. We will discuss as a class what the students would like to receive for earning a certain amount of points, which may include;

- Class parties
- New games
- Extended time for activities
- Awards and public recognition

To encourage the students to have good behavior, there will be positive consequences or privileges that they will receive throughout each day. These privileges will be part of a reward system and will also be discussed with the students. Some of their options will be;

- Classroom helper
- Class jobs—line leader, passing out materials, erasing the board, explaining activities
- Positive note home
- Work with a friend
- Free choice time
- Eat lunch with someone special
- Earning points for rewards

#### SUPPORTIVE DISCIPLINE

There will be an understanding in the classroom of the consequences that will happen through discussion and communication. Self regulation relies on boundaries that are set in place to give the students a framework of how far they can go. When the children are at school, they are in charge of their actions and in control of the situation. Through the discussions we have, they will be able to participate and share their ideas and feelings.

#### CORRECTIVE DISCIPLINE

My role as an educator is to guide and direct children's learning and there are four specific ways that I will do this. These are;

- Set student expectations
- Give clear directions
- Monitor student work and behavior
- Have class discussions

Unfortunately, not all consequences can be positive and there will be times when negative consequences will be necessary. These situations include when students don't;

- meet expectations
- follow rules and directions
- show appropriate behavior

The students will be given reminders and cues to redirect them. If they have been given the redirections and have haven't been able to correct them, then negative consequences will be in place to help them learn how to self regulate. These consequences will be discussed with the students and reflect the situation. I will guide the discussion by asking them about what happened and what they think should happen next.

#### MAINTAINING A POSITIVE CLASSROOM ENVIRONMENT

During the year, it is my biggest goal to create a community where we all feel safe and included. I firmly believe that it is not my classroom, it is our classroom and we respect one another. As we build these relationships and get to know each other, we will learn to care and support one another. We will create an environment that is accepting, accommodating, and encouraging. At the beginning of the year, we will focus heavily on getting to know one another and forming positive bonds between everyone. Some things that we can do to promote this include;

- Writing letters to each other
- Playing cooperatively
- Sharing things that we have in common
- Working in partners, small groups, and whole groups
- Selecting a student of the day to share about themselves to everyone
- Creating opportunities where children can communicate together

## CLASSROOM PROCEDURES

Student work will guide and direct what the next step will be in our learning objectives. I will communicate with the students what the assignment is and why we are doing it so that they can be successful. Assessment will drive instruction. I will continually assess and explain what my expectations are for their work. Student portfolios will contain papers in chronological order to show student progress throughout the year. These portfolios will include student samples, assessments, and observations.

It is important that students feel they are in an environment that was made with them in mind. The arrangement of the classroom will be set up so that everything is on their level and accessible to them. This includes;

- Tables and chairs
- shelves
- Books
- Supplies and materials
- Signs
- Class work

Transitions are a crucial element in creating flow throughout the day. The purpose they serve is to move the students smoothly from one activity to the next by giving them time to finish what they're working on and move to the next thing. When approaching the end of an activity, I give the students a reminder that it is almost time to clean-up. When time is up, I announce it is clean-up time. Allowing students to have those last few minutes to finish will help them regulate how well they're doing their work.

Throughout the day, there will be routines set in place so that the students will know what to expect. At the beginning of the day, we go over the schedule, the calendar, and announcements. Working in early childhood classrooms means that things might come up that couldn't be predicted so it is important that we remain flexible with our schedules to accommodate for these situations. Communicating about these changes helps the students understand what is happening. At the end of the day, we will discuss how the students feel the day went; dislikes, likes, favorite parts, and struggles.

There will be times in the day for students who need extra guidance or who have been absent to work with the teacher. These small groups will take place during free choice time. If students seem to be missing a lot then I will focus on the key concepts and objective they will need to move on with the group. Assignments will be adjusted accordingly to meet the students individual needs as well.

The first day of school the students will learn a simple sign that will indicate to me what they need for things like; getting drinks, sharpening pencils, and going to the bathroom. These signs are particularly important during group discussions for the student to communicate with me what they need without interrupting the whole group.

#### COMMUNICATION WITH THE FAMILIES

During the year I will communicate with the families in several different ways including

- Weekly newsletters
- Sending notes home
- Calls/texts/emails with the family
- Parent/teacher conferences and meetings

Often there are things happening in students' lives that the school might not know immediately. It is important that we share our achievements and our concerns with each other so that we are all on the same page. Parents know their children in ways that we don't get to know them at school and so bridging that gap in information will better my instruction for that student.