

PRINCIPLES OF GOOD CLASSROOM MANAGEMENT

Based on ideas taken from Carlos de Zafra, Jr.,
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Christian Educator's Convention "**Renewing
the Old Paths.**"

Be orderly

- ❑ The first requisite of discipline is order.
- ❑ Maintain the correct physical environment.
- ❑ Have a place for everything.
- ❑ Maintain a neat classroom.
- ❑ Establish set procedures.
- ❑ Use seating arrangements.
- ❑ Leave the front desk in the middle row unassigned.
- ❑ After warnings, break up combinations.





Set behavior standard

- Set standards immediately.
- Make sure they are reasonable
- Insist on one voice at a time

Keep them busy and motivated

- ❑ Get down to business with the bell.
- ❑ Prepare your plans beforehand.
- ❑ Be definite.
- ❑ Set class goals.
- ❑ Sell the subject matter.
- ❑ Motivate by every technique at your command.





Be an adult

- Be mature and self-controlled.
- Be yourself.
- Act your age.
- Insist at all times on respect.

Keep a positive attitude

- ❑ Be positive.
- ❑ Be kind but firm.
- ❑ Be consistent.
- ❑ Be fair.



Control your emotions

- ❑ Don't be thin-skinned.
- ❑ Do your utmost not to dislike a child because of his actions.
- ❑ Don't argue.
- ❑ Be big enough to admit your errors.
- ❑ Try to project confidence.
- ❑ Show a sense of humor.





Group discipline

- ❑ Don't make an issue of everything.
- ❑ Don't threaten.
- ❑ Don't make deals and don't compromise your standards.
- ❑ Understand pupils' fads and don't belittle them.
- ❑ Reject undesirable pupil behavior but never the entire group.
- ❑ If unacceptable behavior is widespread, concentrate on the ringleader.
- ❑ Don't punish the whole group for misbehavior of one.
- ❑ Action is more effective than words.
- ❑ Never give additional homework as punishment.
- ❑ Try silence as a means of checking a misbehavior.

Disciplining the individual

- ❑ Recognize unacceptable behavior for what it is – a symptom.
- ❑ Try to get at the root cause of antisocial behavior.
- ❑ Be patient.
- ❑ Don't put off contacting parents.
- ❑ Identify yourself with the class as a whole when dealing with a specific individual.





Corrective measures

- ❑ Make the punishment fit the individual – not the crime.
- ❑ In general, refrain from using penalties which are personally and publicly humiliating to a pupil.
- ❑ Avoid punishing in the heat of anger.
- ❑ Try to solve your own discipline problems.
- ❑ Give pupil additional responsibility for remedying among his fellow pupils the very offense for which he is remiss.

Cooperation with parents

- In extreme cases, visit face-to-face with the parents in the home.
- Communicate by letter or phone with parents of chronic misbehavers.
- Have the student write an informative letter to his parents

