



#T.E.A.C.H.
Training Educators and Creating Hope



CLASSROOM MANAGEMENT

LESSON 1 - BUILDING COMMUNITY

This lesson focuses on recommended classroom management procedures and routines that help to develop relationships and build community. Many teachers who are new to the profession have had little training in the area of classroom management even though it is a major factor in teaching success.

Classroom management is more than routines and organization. Building a sense of community in the classroom has many benefits for students. Effective educators start at the beginning of the school year to create opportunities for their students to forge supportive and collaborative relationships and to identify and reinforce the community's shared values.

This lesson requires 10 hours of study time to complete all assignments and the reflection questions as directed. There are three written assignments including the reflection questions at the end of the lesson.

LEARNING OBJECTIVES

In this lesson you will learn how to use community-building activities, and student engagement and motivation to enhance community in the classroom, reduce disruptions and increase harmony in support of student learning.

After completing this lesson, you will be able to do the following:

- Identify personal strategies which show individual students you value them.
- Engage students in increased talk time and classroom involvement.
- Articulate strategies to increase community-building activities.
- State ways students can contribute to creating a positive, comfortable environment in the classroom.
- Determine and set clear expectations for classroom behavior.

LESSON 2 - COOPERATIVE LEARNING

Cooperative learning, intentional relationships, and character education are components of an effective classroom community where students feel responsible for their learning and have an obligation to each other and the school.

Cooperative learning is an instructional strategy where small teams of students collaborate in pairs and small groups for academic learning and other purposes. As a component of building classroom community, its use creates real opportunities for students to work together with purpose and to acquire social skills and common understandings.

This lesson requires 10 hours of study time to complete all assignments and the reflection questions as directed. There are three written assignments including the reflection questions at the end of the lesson.

LEARNING OBJECTIVES

In this lesson you will learn how to use cooperative learning to increase positive interdependence in the classroom community. After completing this lesson, you will be able to do the following:

- Create functional teams to increase cognitive activity and enhanced personal dynamics.
- Use formal and informal cooperative learning activities with appropriately formulated student groups.
- Identify and use at least three classroom-based learning strategies to increase positive interdependence.
- Implement peer review to assist students in providing and receiving constructive feedback.

LESSON 3 - PRINCIPLES OF RESTORATIVE PRACTICE

An effective educator provides a safe and collaborative classroom environment by developing relationships and building community, with a strong understanding of the distinction between classroom management and discipline. While these two concepts are often used interchangeably, they are very different.

Classroom management deals with how things are done in the classroom including the procedures, routines, and structures. Classroom management is the responsibility of the teacher. Discipline is no longer about ensuring the compliance of children or young adults under the guidance or direction of an authority figure. It is about students taking responsibility for their own behavior and self-monitoring their behavior while working collaboratively with their peers.

Restorative practices help educators to proactively prevent problems like bullying and violence. An increasing body of research indicates that restorative approaches are effective in transforming student behavior and building healthy school communities.

This lesson requires 10 hours of study time to complete all assignments and the reflection questions as directed. There are three written assignments including the reflection questions at the end of the lesson.

LEARNING OBJECTIVES

In this lesson you will learn how to use restorative practices, circles and groups to provide opportunities for students to share their feelings and to build relationships and solve problems.

After completing this lesson, you will be able to do the following:

- Use practical strategies to implement restorative practices that create a positive classroom culture in which every student feels respected.
- Understand the central role of relationships in restorative practices.
- Involve students in inclusive decision-making practices when appropriate.
- Create a culture of high expectations with high support.
- Effectively explain to students why misbehavior is an offense against people and relationships, as opposed to the more traditional view of a violation of rules.

LESSON 4 - RESTORATIVE PRACTICE ACTIVITIES IN THE CLASSROOM

The development of social and emotional capacity is an important part of a systemic approach to the prevention of disciplinary issues. By building community in the classroom, teachers support this development through learning-based activities. These activities help to establish strong relationships with students and among students, set positive classroom structures, facilitate formative assessments and employ protocols that assist the learning process in increasing achievement for all students.

Discipline issues in the classroom are greatly reduced by engaging instruction. The activities in this lesson are designed to help the teacher create a safe classroom environment supported through structures that promote self-regulatory learning expectations for all students.

This lesson requires 10 hours of study time to complete all assignments and the reflection questions as directed. There are three written assignments including the reflection questions at the end of the lesson.

LEARNING OBJECTIVES

In this lesson you will learn how to use specific activities that support restorative practices by building trust relationships in the classroom.

After completing this lesson, you will be able to do the following:

- Use relationship-building activities as part of an ongoing set of practical strategies to engage students in learning more about each other.
- Set structures that clearly define expectations, support students in seeking help when needed, and prompt them to reflect on what has true meaning in their learning.
- Use language that satisfies the needs of students in writing and sharing lesson objectives.
- Use protocols for learning that assist students in processing new information.