

**Control or chaos?
Managing classes of
primary children in a
positive way**

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“Classroom management is to do with organising different aspects of the learning environment in order to enhance the teaching-learning process. The main aim of classroom management with children is to create a happy, relaxed working atmosphere in which the norms and rules of classroom behaviour are respected and in which children feel secure and supported by the teacher, at the same time as they are helped to become increasingly independent in the way they approach their own learning.”



organisation

**working
atmosphere**

behaviour

**security and
independence**

Classroom management as a continuum



-implicit

-socialisation

-learning routines

-formation of good
habits



- explicit

- expectations
of behaviour

- reference
to rules and
norms

Skilful classroom management involves organising:

- the environment
- the children
- activities
- time
- resources
- records
- and – last but not least - yourself!

Two kinds of classroom management

- i) Planned, prepared for and anticipated in advance
- ii) “on the spot”

The more you can do of i) the easier ii) becomes

Classroom management – an interactive process

The Question for teachers e.g.

How do I manage with so many children with different interests, abilities, personalities, a less than ideal space, high expectations from parents, the organisation etc.?

The Question for children e.g.

How do I manage on my own in the classroom having to do things that I may not want to do or be able to do very well, with the teacher judging me and my parents and friends expecting different things of me etc?

The dual meaning of the verb “manage” i.e

a) to structure, organise and control

and

b) to cope, struggle to survive and
maintain a sense of self

*can provide revealing insights into what goes
on in the classroom management process*

Managing children positively

You need to be:

- ✓ pro-active
- ✓ reflective
- ✓ aware
- ✓ strategic
- ✓ active
- ✓ positive

Three complementary strategies

1. Promoting and reinforcing good behaviour
2. Pre-empting problem behaviour
3. Enhancing self - esteem

Honeymoon



“Working consensus”



Summary and conclusion

- A definition of classroom management
- Classroom management as a continuum
- The seven pillars of classroom organisation
- Classroom management as an interactive process
- Three complementary strategies to manage children positively