

CHAPTER 3: INTRODUCTION TO CLASSROOM MANAGEMENT SKILLS.

ALTHOUGH THERE ARE MANY VIEWS ON MANAGEMENT, THE FOLLOWING TASKS ARE USUALLY SEEN AS FUNDAMENTAL MANAGEMENT SKILLS:

- ↳ PLANNING
- ↳ ORGANISING
- ↳ LEADERSHIP
- ↳ CONTROL.

↳ THE NATURE AND AIM OF CLASSROOM MANAGEMENT.

CLASSROOM MANAGEMENT REFERS TO THE WIDE VARIETY OF SKILLS AND TECHNIQUES THAT EDUCATORS USE TO KEEP LEARNERS ORGANISED, ORDERLY, FOCUSED, ACADEMICALLY PRODUCTIVE.

↳ (CLASSROOM MANAGEMENT 2013:1)

MANAGING A CLASSROOM THEREFORE MAKES MANY DEMANDS ON A EDUCATOR. INFACT, THE EDUCATOR MUST TAKE FULL RESPONSIBILITY FOR THE EFFECTIVE MANAGEMENT OF EVERYTHING THAT HAPPENS IN THE CLASSROOM. MANAGE THE FOLLOWINGS.

(UNISA 2006:5)

- TASKS
- PEOPLE
- TIME
- RESOURCES
- TECHNOLOGY.

* CONNECTION BETWEEN TEACHING AND MANAGEMENT.

AIM OF CLASSROOM MANAGEMENT IS TO PLAN, ORGANISE, LEAD AND CONTROL THE TEACHING AND LEARNING PROCESS SO THAT THE LEARNER WILL BENEFIT.

CLASSROOM EDUCATOR FUNCTIONS:

- 1- MAKE GOOD CHOICES.
- 2- DESIGN CLASSROOM CURRICULUM.
- 3- USING CLASSROOM MANAGEING TECHNIQUES.

(MARZANO 2003:3)

* KEEPING TEACHING-LEARNING ENVIRONMENTS GOING

→ ACCORDING TO DIGIULIO 2000:11 EDUCATORS ARE LEADERS. THEY GET THINGS GOING, KEEP THINGS MOVING, KEEP LEARNERS SAFE AND RUN THE SHOW WELL ENOUGH TO BE ABLE TO TEACH AND GET LEARNERS TO LEARN.

→ COX 2017 MENTIONS FIVE STRATEGIES TO KEEP LEARNING ENVIRONMENTS GOING:

1. HAVE OBJECTIVE
2. MODEL EXPECTATIONS
3. ENGAGE LEARNERS
4. BE MOBILE
5. POSITIVE BEHAVIOR AND HARD WORK.

* EDUCATOR'S TIME MANAGEMENT

→ WITH EXPERIENCE, EDUCATORS ACQUIRE THE ABILITY TO ESTIMATE AND MANAGE THEIR TIME, REACHING A BALANCE BETWEEN TEACHING, INVOLVING LEARNERS AND KEEPING THEM OCCUPIED

* SOCIALISATION PROCESS

→ THE TASK OF AN EDUCATOR HAS A 3RD GOAL, MANY EDUCATORS SPEND MUCH OF THEIR TIME TEACHING LEARNERS TO BEHAVE AND PREPARE THEM FOR SUCCESS.

* IMPORTANCE OF ROUTINES

→ EDUCATORS AND LEARNERS SHOULD ADJUST TO ONE ANOTHER. EDUCATOR SHOULD ACUSTOM THE LEARNERS TO THE RULES AND ROUTINES OF THE CLASSROOM AND LEARNERS SHOULD HAVE THE OPPORTUNITY TO TEACH EDUCATOR ABOUT THEIR OWN NEEDS.

* MANAGEMENT OF TECHNOLOGY IN CLASSROOM

→ THE PACE OF EDUCATION TECHNOLOGY OUTSTRIPS MANY EDUCATORS ABILITY TO INTEGRATE NEW TOOLS INTO THEIR TEACHING PRACTICE.

(SUTTON AND DESANTIS 2017: 223-228) INTRODUCED THREE FOUNDATIONAL EDUCATIONAL TECHNOLOGY THEORIES.

THEORY.	EXPLANATION OF THEORY	IMPLEMENTATION OF THEORY
↳ TECHNOLOGY DIFFUSION MODEL. (ROGER)	↳ AT THE HEART OF THIS MODEL INFORMATION IS EXCHANGE. THE MORE EDUCATORS USE TECH AND COMMUNICATE THAT TO OTHER EDUCATORS, THE MORE EDUCATORS WILL START USING IT. ROGERS IDENTIFIED 5 ATTRIBUTES WHETHER TO ADAPT AND USE TECHNOLOGY. 1 ↳ RELATIVE ADVANTAGES 2 ↳ COMPATABILITY 3 ↳ COMPLEXITY 4 ↳ TRIABILITY 5 ↳ OBSERVABILITY	↳ ROGERS ARGUES THAT THOSE INNOVATIONS OFFERING GREATER RELATIVE ADVANTAGES, COMPATABILITY, TRIABILITY, OBSERVABILITY WILL BE ADOPTED FASTER THAN OTHERS. ↳ ADOPTING NEW TECH IN CLASSROOM WILL BE IMPROVED BY EXPLAINING THE ADVANTAGES OF NEW TOOLS, ROOTING TECH.
↳ TECHNOLOGY ACCEPTANCE MODEL. (TAM) (DAVIS)	↳ MAIN IDEA THAT EDUCATORS PERCEPTIONS OF TECH CAN BE USED TO PREDICT THE DEGREE TO WHICH THEY MIGHT ADAPT TO.	↳ TAM SUGGESTS THAT EDUCATORS COULD BE ENCOURAGED TO CAPITALISE ON NEW TEACHING TECHNIQUES MADE POSSIBLE BY EMERGING TECH BY MAKING NEW TOOLS AS EASY TO USE AS POSSIBLE.

THEORY	EXPLANATION OF THEORY	IMPLICATIONS OF THEORY
→ TECHNOLOGICAL PEDAGOGICAL AND CONTENT KNOWLEDGE MODEL (TPACK) (MISHRA & KOEHLER)	→ SHULMAN (1986) SUGGESTS THAT GREAT EDUCATORS KNOW HOW TO BLEND WHAT THEY KNOW ABOUT THEIR SUBJECT WITH KNOWLEDGE ABOUT EFFECTIVE TEACHING PEDAGOGIES AS WELL AS WITH KNOWLEDGE THAT LIES AT THE INTERSECTION OF THOSE 2 DOMAINS, AN AREA HE TERMED PEDAGOGICAL CONTENT KNOWLEDGE (PCK)	→ TPACK SUGGESTS THAT WHILE TECHNOLOGY INTEGRATION IS LARGELY CONSIDERED A REQUIREMENT IN TODAY'S CLASSROOMS, THERE IS NO ONE TECHNOLOGICAL SOLUTION FOR EVERY TEACHING SITUATION.

↳ APPROACHES TO CLASSROOM MANAGEMENT

MOST EDUCATORS DEVELOP THEIR OWN APPROACH TO CLASSROOM MANAGEMENT BY TRYING OUT STRATEGIES THEY REMEMBER FROM THEIR OWN SCHOOL YEARS, AS LEARNERS, OR BY IMITATING STRATEGIES SAID TO HAVE WORKED FOR OTHER EDUCATORS.

ONISTEIN IN (JACOBS, VAKALISA & GAWNE 2004: 361 - 360) STATES THAT PERSONALITY, PHILOSOPHY AND TEACHING STYLES DIRECTLY AFFECT THE EDUCATOR'S APPROACH TO CLASSROOM MANAGEMENT.

HE IDENTIFIES THE FOLLOWING APPROACHES FOR CLASSROOM MANAGEMENTS

APPROACH	DISCRIPTION.	ADVANTAGES	DISADVANTAGES.
→ ASSENTIVE APPROACH	→ EDUCATOR KNOWS THE WAY THE LEARNERS NEEDS GUIDENCE.	• LEARNERS WILL FEEL SAFE • LEARNERS WILL RESPECT EDUCATORS • LEARNING OBJECTIVES WILL BE ADDRESSED.	• LEARNERS WILL BE AFRAID TO ASK QUESTIONS. • CLASSROOM ACTIVITIES WILL BE EDUCATOR CENTRED.
→ BUSINESS ACADEMIC APPROACH	→ LEARNERS ARE FULLY ENGAGED IN MEANING-FULL LEARNING ACTIVITIES THEY ARE LESS LIKELY TO FALL INTO DISRUPTIVE BEHAVIOR	→ LEARNERS KNOW WHAT IS EXPECTED → OPTIMUM TIME MANAGEMENT IS ENSURED. → ORDER IN CLASSROOM → LEARNERS ACTIVELY INVOLVED.	→ STRESSFUL ON LEARNERS → INTERRUPTIONS HAVE NEGATIVE EFFECT.
→ BEHAVIOURAL MODIFICATION APPROACH.	→ GOOD BEHAVIOR IS AWARDED AND BAD BEHAVIOR IS PUNISHED.	→ STIMULATES ACCEPTABLE BEHAVIOR → REWARDS MOTIVATES LEARNERS → NORMS, VALUES AND ATTITUDES CAN BE ADDRESSED.	→ TAKE UP VALUABLE TEACHING TIME.
→ GROUP MANEGIAL. APPROACH.	→ FOSTERING A SENCE OF ALLEGIANCE TO THE GROUP AMONG LEARNERS, EDUCATORS CAN LESSEN DISTURBANCE	→ HEALTHY CLASSROOM ATMOSPHERE → IMPROVE TEAMWORK.	→ LEARNERS DISCIPLINED IN FRONT OF OTHERS MAY BECOME DISCOURAGED.

APPROACH	DESCRIPTION	ADVANTAGES	DISADVANTAGES
→ Group Guidance Approach	→ UNACCEPTABLE BEHAVIOUR OF INDIVIDUAL LEARNERS IS SEEN AS MANIFESTATION GROUP, A PROBLEM IS SOLVED BY COUNSELING THE WHOLE GROUP.	→ EDUCATOR BECOMES A SAFE FORTRESS FOR LEARNERS	→ GUILTY LEARNER MAY BE PROTECTIVE
→ Acceptance Approach	→ BASED ON THE BELIEF THAT A LEARNER'S MISBEHAVIOUR IS A CRY FOR ACCEPTANCE	→ ONE ON ONE TIME. → ATTITUDE AND SELF-CONCEPT BECOMES POSITIVE	→ TIME CONSUMING → NOT QUALIFIED AS COUNSELORS.
→ Success Approach	→ EDUCATOR SHOULD THEREFORE THROUGH SUCCESSFUL CLASSROOM MANAGEMENT OPTIMIZE THE OPPORTUNITY FOR EACH LEARNER TO SUCCEED.	→ ATTITUDES AND SELF-CONCEPT BECOMES POSITIVE → KNOWS WHAT IS EXPECTED.	→ LEARNERS MAY NOT FEEL IMPORTANT

THE MANAGING APPROACHES ABOVE MUST BE SEEN AGAINST THE FACT THAT NON-WESTERN LEARNERS BASE THEIR LEARNING EXPERIENCE ON A INTERACTION BETWEEN 2 WORLDS VIEWS WHICH COMPLICATES THEIR LEARNING EXPERIENCE AND MAY LEAD TO COGNITIVE DISSONANCE (BEETS & LE GRANGE 2005:1201)

IN 2004 WEINSTEIN, TOMLINSON-CLARKE AND CURRAN (2004: 25-38) DEVELOPED A FIVE PART CONCEPT OF CULTURALLY RESPONSIVE CLASSROOM MANAGEMENT.

STEPS	EXPLANATION
1. RECOGNISE ONE'S OWN CULTURAL LENS AND BIASES.	EDUCATOR SHOULD REFLECT ON WHERE THEIR ASSUMPTIONS, ATTITUDES AND BIASES COME FROM AND TRY TO UNDERSTAND HOW THEIR VIEW CAN MISINTERPRETE BAD BEHAVIOURS.
2. KNOW LEARNER'S CULTURAL BACK- GROUND.	TO DEVELOP SKILLS FOR CROSS CULTURAL INTERACTION, EDUCATORS MUST BECOME KNOWLEDGEABLE OF LEARNERS CULTURES.
3. AWARENESS OF THE SOCIAL, ECONOMIC AND POLITICAL CONTEXT	EDUCATORS SHOULD EXAMINE HOW CURRENT POLICIES AND PRACTICES IN EDUCATION MIGHT DISCRIMINATE AGAINST SOME LEARNERS.
4. ABILITY AND WILLINGNESS TO USE APPROPRIATE MANAGEMENT STRATEGIES	CULTURALLY RESPONSIVE CLASSROOM MANAGERS BASE THE CLASSROOM MANAGEMENT DECISIONS ON AN UNDERSTANDING OF CULTURAL DIVERSITY.
5. COMMITMENT TO BUILDING CARING CLASS- ROOM COMMUNITIES.	LEARNERS OFTEN BASE DECISIONS ON HOW THEY BEHAVE IN CLASS ON THEIR PERCEPTION OF THE EDUCATOR CARES FOR THEM.

THESE APPROACHES PROVIDE A STRAIGHT POINT FOR AN EDUCATOR'S THOUGHTS ABOUT HIS OR HER OWN APPROACH TO CLASSROOM MANAGEMENT KEEPING IN MIND THAT EACH CLASS IS DIFFERENT AND NEEDS AN INDIVIDUAL APPROACH.

↳ MANAGEMENT FUNCTIONS IN THE CLASSROOM

→ PLANNING AS A MANAGER FUNCTION IN THE CLASSROOM

PLANNING IS THE POINT OF DEPARTURE FOR THE CLASSROOM MANAGER. IN THIS REGARD, 3 IMPORTANT ASPECTS OF PLANNING MUST BE MENTIONED:

1↳ FOR EACH LEARNING SUBJECT THE EDUCATION DEPARTMENTS PREDETERMINE THE OBJECTIVES TO BE REACHED AT THE END OF A GRADE.

2↳ INVOLVES THE DISISIONS THAT HAVE TO BE MADE ON HOW THE LEARNING OBJECTIVES MIGHT BE REACHED

3↳ EDUCATORS SHOULD BE AWARE OF THE FUTURE PERSPECTIVE OF PLANNING

PLANNING LAYS THE FOUNDATION FOR THE EDUCATORS MANAGERAL TASK. IN GENERAL PLANNING CONSISTS OF DIFFEREND KIND OF DOCUMENTS THAT ARE DEVELOPED TO GUIDE INSTRUCTIONS IN THE CLASSROOM

(UNISA 2006: 8)

→ SCHOOL LEVEL PLANNING - A CURRICULUM THAT ARANGES CONTEXT IN PARTICULAR PATERNS

→ GRADE LEVEL PLANNING - CONTAINS GUIDELINES FOR PROGRAMMING IN DIFFERENT LEARNING SUBJECTS.

→ CLASSROOM LEVEL PLANNING - INCLUDES THE LESSON PLANS OR LEARNING PROGRAM

EACH LEARNING PROGRAM SHOULD INCLUDE:

- A RATIONALE (WHY IT EXISTS)
- AIMS (WHAT WILL BE ACHIEVED)
- LEARNING OBJECTIVES (WHAT LEARNERS WILL NEED TO KNOW)
- CONTENT STATEMENTS (INDICATE CONTENT AREAS)
- TEACHING STRATEGY (HOW LEARNING ACTIVITIES WILL BE ORGANISED)
- ASSESSMENT GUIDELINES (HOW ACHIEVEMENTS WILL BE ORGANISED)

* ORGANISING AS A MANAGEMENT FUNCTION IN THE CLASSROOM

- ORGANISING CAN BE DESCRIBED AS THE CREATION OF A MECHANISM TO IMPLEMENT THE PLANNING.
- THIS IS A FORMAL FRAMEWORK FOR PURSUING THE TASKS THAT STEM FROM OUTCOMES IN A COORDINATING AND CONTROLLED MANNER WITHIN THE REQUIRED LINES OF AUTHORITY. THESE TRANSLATE TO:

- CHAPTER 5
- CHAPTER 6
- CHAPTER 7

* LEADERSHIP AS A MANAGEMENT FUNCTION IN THE CLASSROOM

THE 3RD FUNCTION OF THE EDUCATOR IS TO LEAD WHEN PLANS ARE TO BE CONVERTED INTO REALITY TO BE ABLE TO LEAD, THE EDUCATOR MUST KNOW THE MOST IMPORTANT COMPONENTS OF LEADERSHIP FUNCTIONS OF MANAGEMENT:

- LEADERSHIP QUALITIES
- MOTIVATION OF LEARNERS
- CONTROL OF GROUPS
- COMMUNICATION.

* CONTROL AS A MANAGEMENT FUNCTION IN THE CLASSROOM

→ CONTROL IS THE FINAL MANAGEMENT FUNCTION AND IS SEEN BY MANY AS THE MOST IMPORTANT FOR EFFECTIVE PLANNING

ALL THE MEASUREMENTS THAT AN EDUCATOR TAKES TO DETERMINE IF LEARNERS HAVE ACQUIRED THE DESIRED LEARNING EFFECTIVELY.

3 STAGES:

1. → CONTROL PRIOR ACTIVITIES.
2. → CONTROL EXERCISE DURING ACTIVITIES.
3. → CONCLUSION OF THESE INSTRUCTIONAL EVENTS.

FOLLOWING COMMENTS DESCRIBE REQUIREMENTS FOR CONTROL MECHANISMS:

↳ NEED TO BE SUITED TO THE SPECIFIC CHARACTER OF LEARNING SUBJECT

↳ THOSE SUBJECTS TO CONTROL, NAMELY THE LEARNERS, NEED TO KNOW WHAT WILL BE ASSESSED.

↳ ALL CONTROL TASKS AND ASSESSMENT ARE AIMED AT CORRECTING BEHAVIOUR OR EXPAND OPPORTUNITIES TO LEARN

↳ THE ULTIMATE RESPONSIBILITY FOR CONTROL LIES WITH THE PERSON IN CHARGE: THE EDUCATOR.