*This Classroom Management plan is designed for the teaching of higher elementary grades (3-5).*

**Classroom Structure**

 As a higher level elementary school teacher, I believe that most students love the idea of having their desks paired onto another classmates’. Not only does this help in the social aspect of things, but it is also very beneficial to them during learning activities if they or their partner is having difficulty understanding a specific concept that they are learning. I am the kind of person who likes change quite regularly and therefore I would implement that within my classroom. I would aim to change the physical layout of the desks at least once a month.
For the first month, in order to help me get to know my students (and for them to get to know one another) by associating a face to a name, I would have the desks probably lined up in the traditional way: single desks in rows, one behind another, and in alphabetical order based on last names. Eventually, I envision getting a good grasp of my student’s name by the first couple of weeks and therefore would be able to do the first desk move with my students at the beginning of October. I have attached a few examples of different outlines that could work within my classroom; of course these are depending on the size of the room itself and the amount of students I will have as well.
I will also provide choice, based on the previous month’s set up and behaviour of the class in general, for the students regarding their neighbour, and possibly brainstorming their idea of a new outline for the desks. Sometimes I also may want to get the students to draw out of a hat a name and this person will be their partners for the month. I strongly believe that it is great to have the students choose their partners once in a while, but in order to still maintain some form of control within the class it is important for me to keep track of the desk-partnering idea. I am imagining that I will be choosing the seating arrangements one month and the students will have the say in it the following month, and so on for the year. I am aware, though, that if partnering/giving the students options is a privilege that can also just as easily be removed from them if the cooperation factor is not implied.
My main focus for pairing the desks is not only for the idea that students will be able to help one another during assignments and activities, but in having a good layout agreed upon by everyone, it makes it easier for me to then access and attend to more students at a time. I am also able to walk around and observe, listen and assess the students more easily and effectively when they are at their seats discussing rather than to have the chaos of every student moving around and spreading themselves everywhere within the room. Along with helping me be a better teacher this way, the layout will also help for the students to, if the need may be, walk around to another group for feedback, clarification or comparison of answers without having to worry about distracting other groups or me, if I am working with other students.

 When students walk into my classroom, I want them to feel at home; after all, school is the second place that they spend the majority of their time (if not the first, for some students)! They should be able to feel comfortable, safe and know that I truly care for each and every one of their success. My ideal classroom would be painted with warm, relaxing colors like dark blue or orange, however it is unfortunately not always the case in public schools for the classrooms to be any other color than the standard solid white. In this case, my classroom will be carefully decorated with informative, thought provoking, colourful posters (not too many though as it would simply create distractions), an alphabet going around the very top of the walls and space available for the student’s work to be hung around to be shown. The students will also be able to bring in their own contribution to the decoration of the room once a month. They will have the choice to bring anything that they feel would help them feel more “at home” within the class; pictures, magazine cut outs, page of an article, informational poster are all examples of things a student may want to bring to the walls. During the “deco-day”, students will have the option to remove their previous decoration and bring in a new one or simply keep the one they currently have for one more month.
A big analogue-style clock will also be hung over the board and I will keep a digital one on my desk for students who may have difficulty reading the analogue time. There will be a big attendance board where students will have their names and a chosen avatar (or perhaps there will be an actual picture of themselves) and as they walk in, in the morning, they will be able to mark (with a sticker that I will provide) that they are present for the day. This concept will be further explained under the procedures and routines section.
I am someone who gets most of my energy from the natural light; I absolutely despise the fluorescent lighting that some classrooms have therefore I would often suggest to turn the lights off and work with the natural sunlight during certain activities, workshops/centers, etc. Not only is this much more relaxing for the eyes, but it also will prevent from further distractions to students who are quite sensitive to the flickering that fluorescent lighting often does.

 As for the location of centers, computers and my desk, I think that this set up will fall much more into place once I have an assigned classroom and have a better knowledge of the size and the amount of room I have to play around with. Ideally, I would like to have the computers set up on one side of the room, in a back corner. I am assuming that classrooms will be equipped with laptops, if not one for each student, at least two per classroom. There will be a table reserved at the back of the classroom where the computers will be placed and are to remain (assuming that they are laptops). With the laptops, I would have a small, plastic shelf in between the two computers in where the students will be able to find activity questions, directions, information, CD-ROMS, DVDs and anything else which could be of assistance to them.
Other sections such as the reading center, for example, would be located at a front corner where a big mat (or the big foam puzzle pieces) will be laid out. The center itself would be semi closed off with small, easy to move around, bookshelves which will hold a variety of books that students may borrow, in the condition that they are to be returned at the end of every day (an exception would be for homework purposes; the students will be able to sign out the books for an evening provided that they return the book to the bookshelf first thing the next morning).

 My desk will be found at the very back of the classroom, ideally more towards the middle (as the centers will occupy the corners) but I don’t plan on making much use of it. I plan on being at my desk only during written assessments and for marking purposes; I am a strong believer in walking around the classroom and being of assistance to my students as much and as often as possible. Next to my desk I will have a table (or more ideally, a filing cabinet) which I will call the “extras” table (cabinet). There, I will have extra copies of activities, assignments and/or any other hand outs which students can access in case of missed classes, loss of sheet or for any other reason. I will also have extra school supplies available for students; things such as loose leaf, pencils, erasers, rulers, glue sticks, construction paper, colouring pencils will be accessible at all time.
The rest of the general layout of the room would be composed of areas where basic resources can be found, such as dictionaries, thesaurus, and informational items (maps, atlas, encyclopaedias, etc.). I also want to have materials which will encourage my students to let their imagination run wild and be as creative as they can be. Anything from recording devices to arts and crafts materials, if it can’t be held directly within my classroom, I will make sure that it is accessible to students at all times.

**Rules, Expectations and Guidelines**

 The experiences I have had in the classrooms have really had an impact on how I will choose to “rule” my class. Not only have I learned that applying a strict set of rules to students will not be effective in any way, shape or form, but I had witnessed first-hand that this method is completely traditional and no longer useful within 21st century classrooms. A classroom is a place where students are there to acquire new knowledge and to learn from, me, their classmates and themselves in order to become successful individuals. It is in no way a place where they should be treated like military soldiers who are to obey ridiculous rules and where outrageous consequences are applied to correct misbehaviour. Respect and honesty for one another are at the very top of my “rules” list. I will expect the same respect from my students as I give to them and they must also do the same for one another. The concept of respect is such an important and necessary one to have within a classroom, especially because we are spending so much time together. I will never tolerate any form of bullying, whether it being verbal, physical or emotional; not only is this a school rule, but it will be reinforced within my classroom to ensure that every child is able to be free of thought and speech. I will also stress on the fact that no one student is better or smarter than another and that, in my classroom, we are a team. We work together, for one another and to ensure that we all contribute to one another’s success. If one falls behind we, as a team, all fall with this person. I, as a teacher, am employed by the school but I work for my students and my job consists of encouraging that everyone works to their full potential.

 Of course it is important to be realistic in the fact that every classroom must establish some kind of rules in order for the students to be aware of their expectations. In this case, I strongly believe that the students will succeed best when they have an impact on the decisions of what is expected from them. The classroom rules then are written as a class, on the very first day and it serves more as a contract between the teacher and the students (as suggested by Marzano). I will simply make it clear that there will be zero tolerance for bullying (as mentioned above) and that as long as you remain honest with me at all times, we will be on solid grounds and have a great year together. The rule-making will be the first (of many to come) activities that we can work on together as the team we have become. Students will be able to contribute to what they would like to see as being a rule within their class in order for them to feel safe and comfortable at all times; I will, however, make sure to have the final say in the deliberation in order to assure consistency and realistic rules to be established. The rule list (which I will aim to constitute of between 8-10 rules) will then be signed by every student and by me and will be hung up at the front of the class in order for it to be very visible and easy to refer to at all time.

 I was always the kind of student who, not necessarily disobeyed rules but I admit to rather enjoying to challenge the rules established by the teacher. A big part of this was because I am a very stubborn person and refuse to abide by anything that is rudely dictated to me. In some of my classes, the rules inflicted upon us were absolutely ridiculous and the class always took great pleasure in trying to get away with as many violations to these rules as possible. I remember promising myself that when I was a teacher, I would never force my students to obey absurd rules like not being allowed to have a water bottle in the classroom, or to giving detention for chewing on a stick of gum. As a big water drinker myself, I am completely opened to allowing my students to have a water bottle at the corner of their desks, so long as it is tightly shut in order to avoid any unwanted mess. Students will also be allowed to eat a snack or chew gum in my class as long as it does not become a distraction to their peers and with the understanding that they are responsible to clean up their trash afterwards. This, of course will have to be a mutual agreement among everyone in the class. The only thing I am a bit fussier about is the wearing of the hat in the classroom. Of course, at the high school level students are more free to decide whether they want to wear their hats or not; I understand the issue of “bad hair day” and would never hold that against anyone. For the elementary level however, I would much prefer if the students left their hats in their cubby/lockers but it is not something that I would enforce to the point of resulting in punishment.

**Procedures and Routines**

 I am all about routines; in fact, I pretty much consider myself the routine queen. I am the kind of person who absolutely needs to keep a good routine or else I become disoriented and lost. I want to be very consistent with my students and provide them with a strong, daily routine as well. This is not only for my own personal gain but it will also be beneficial to all my students. There are some students who, like me enjoy keeping a step-by-step agenda of the day. Other students will simply enjoy knowing what we are aiming to cover for the day and having an answer to the “what comes next?” question. I will have a daily agenda projected on the board which I will go over with the students at the beginning of the day/lesson in order to give them an idea of where our day is headed.

 At the beginning of every day, I will be waiting at my door to greet my students. I want them to know that I am excited to see them and that I am looking forward to working with them for yet another day! As they come in the classroom, they will get into a routine of putting their book bags down at their desk, walking over to the attendance board and placing a sticker by their name (in the respected week day column). They will then return to their seat in order to unpack their bag quietly, open up their agenda to the previous day’s page, leave it at the corner of their desk and quietly read over the daily agenda which is projected on the board ahead of them. I will go around and check that the parents/guardians have initialled the page which will let me know that they have checked any messages that were sent home or ensured that the homework was completed, if any was assigned. When an initial is present, I will assume that the students have completed the homework as well. Once everyone has settled in and is at their seat, I will look over the attendance board quickly and make note of any absences in my attendance book. We will then proceed to read over the agenda together where I will briefly explain each point so that, if the students have any questions about what the day will cover, they are free to ask. I envision the morning then to easily transition from the clarification/question period to the next bullet/point on the agenda.

 To skip ahead a tad and speak about homework, I have not yet made a definite decision of how I would proceed with giving homework to my students. I personally always hated getting bombarded with loads of work to complete at home, especially after having been in school for 6 hours. I strongly believe in allowing time in class to work on assignments and if this time was not used properly or if for any other reason the work was not able to be completed, then in this case it should be brought and completed at home. If anything happens that the child is not able to complete the homework in time, they will simply have to take some of their free time, either during recess or lunch recess, to complete whatever is left to be done. I would in no way do this with bad intentions in mind. I simply do not plan on giving homework frequently; the homework given would most often be only if the work was not completed in the allotted class time. As it is the responsibility of each student to assure that they complete their work, it only makes sense to get it done when they as asked; in the case that it was not, then the “punishment” of missing recess would be required.
As for any assignments or projects to be handed in, I will collect them at the beginning of the day/lesson on which they are due (for example, if a social studies project is due but the class is not until after lunch, I will simply collect the work at the beginning of that particular class and not first thing in the morning).

For basic in-class procedures, I will ask students to always raise their hand and patiently wait for me to call upon them when they have any questions during a lesson. During whole class discussions, everyone is asked to put their input into the conversation. I will ask them to put their hand or thumb up (the choice of which they prefer is theirs), and again, wait patiently to be called upon. I will also have a medium-size stuffed ball (like a soccer or basket ball) which will be known as the “talking ball” and only the student who is in possession of the ball is entitled to speak, while everyone else listens carefully.
 As for bathroom requests, students may get up and ask me personally to step out when we are doing quiet, individual work or if they see that I am not busy with any other students. In the case where I am teaching or working with someone, the student will know to use the “rolling out” signal; I will then acknowledge and nod yes to give my approval or shake no if it must wait. The “rolling out” signal is as simple as rotating your forearms around one another.  At the end of the day or before a student leaves for any other reason, if they notice that I am busy with someone else, they can simply “peace out” by giving me the peace sign with their index and middle finger. This will let me know that they are leaving without having to disrupt me or distract anyone else.

 During group work time, students must know that they need to speak in their quiet library voices in order for their partner(s) to be the only one(s) to hear them. Groups should not have to get their thoughts mixed up with other groups and I should not be able to hear everyone’s conversations if I am walking around, listening, observing or working with specific groups. The voice level within the classroom should always be kept to a minimum in order for our class not to be distracting to other classrooms either. There should be no reason for a classroom located down the hall, for example, to be able to hear anything that goes on within my classroom. I will have a volume chart which I will take out when we will be working as pairs, small groups or having whole class discussion. The volume chart will have a magnet on it which will be placed on the type of voice volume that the students should be using during their discussions.

This volume watching procedure will be the same for transitioning from class to class, or station to station within the classroom. Students will be expected to remain calm and quiet (whispering when talking to one another) when walking through the halls in order not to disturb other on-going classes.

As for the end of the day, I would like to have the last 15-20 minutes reserved for a wrap-up session of the whole day with the students. I will have them clean up and/or finish up whatever it is that they are working on at the time and to return to their seats quietly. During the “wrap-up-finish-up-clean-up”, I will ideally have some relaxing but fun music for the students to listen to. This will change the mood from work to letting them know that their hard work is almost over for the day and that it is now time to clean up. When the music comes on, students will know that it is their signal to begin the “wrap-up-finish-up-clean-up” and to come back to their seat in order to close off the day.

The wrap-up itself will be a quick review of the last lesson and establishing together what is to be completed for the next day (or what the next day’s agenda will encompass). The students will be asked to take their agendas out and I will mark on the board, which they are to copy down, any homework due for the next day. If I have any messages or other sheets to send home for the parents, I will distribute them solely during the wrap-up session in order to avoid any losses that may happen if I were to give them out throughout the day. Then, based on the school’s departure system, we will sit calmly as a class and have simple conversations (what will you be doing this evening/weekend?) while we wait for dismissal.

With regard to fire drills and/or lockdown procedures, I am aware that the school itself will have set up their own requirements of what to do during such emergencies. I will, however, be sure to go over these procedures with my students quite frequently in order for both them and I to be very familiar with where to go and what to do in case of urgent situations.

**Behaviour Management**

As mentioned in the rules/expectations/guidelines section, I will expect all students to abide by the rules that they have all helped create. Food and beverages will not be a problem in class under the condition that any mess is cleaned up by the end of the day. Students will be aware that any violations to their own rules will result in loss of privileges such as no more food in class, missing out on fun activities, losing recess, and so on.

In order to better manage the behaviour within my classroom, I will establish a point system where students’ names are going to be posted on the wall next to a monthly calendar. Each day of the week will be divided into two sections: one for the morning and the other for the afternoon. When the morning goes well, each student will receive a sticker and will be asked to place it in the morning slot of the respected day. If one student misbehaves, he will lose his sticker for that part of the day. At the end of the week, based on the overall behaviour of the class and the count of stickers, I may decide to have a reward activity of some sort for the students. I will also have a treasure box behind (or next to, depending on the layout of my classroom) my desk which will be filled with small, inexpensive but fun little gifts for the students. At the end of every month, we will look at the “behaviour calendar” and based on the stickers, we will vote together as a class who we feel should be awarded the student of the month. This person will then have the privilege of going into the treasure box and pick a prize of their choice. The same student will not be able to win twice in a row and I will try to monitor this in order to give everyone a chance to be the student of the month. There will be other instances where students will be rewarded with the treasure box as well; group winners of games or activities, highest mark on a test, most improved in a certain subject area, are some (among many others) examples of where students may be rewarded with a prize.

Of course behind every good thing there is always a punishment that follows when disobeying occurs. Every student will have a pouch with their names on it. In the pouch, there will be three different color cards: one green, one yellow and one red. At the beginning of the day, each student’s pouch will show the green card. The first verbal warning will result in the student’s changing from the green card to the yellow one. A second verbal warning will change the yellow card to the red. Next to the pouches, there will also be a “conflict solving” poster which students will be asked to read quietly to themselves when they are changing the color of their card. If I must speak to the same student for a third time, and notice that they are on the red card, they will be asked to stay back during recess where I will simply have a discussion with him/her. Asking questions to the student such as “do you know why you are not outside playing with your friends, enjoying recess right now?”, for example, will have students reflect on their behaviour and tell me themselves why they feel that they have been held back. After the first discussion, assuming that this is the first time I speak to this particular student, I would have them turn his/her cards back to the green card in order to start fresh when recess was over. They would not completely miss out on their recess opportunity for this first time. The morning sticker is also only a possibility at this point and will only be given if the student behaves well until lunch time.

 Assuming that this was a more serious case and that this is the student’s second offence, he/she would sadly lose their morning sticker, the entire recess privilege along with telling me why they feel they have been held back, they would have to catch up on the work that they were not doing in class (using the example that the student was asked to complete an assignment but chose not to talk instead). In the case that it was for any other reason than simply not doing their work, the student will be able to work on any assignment that would normally have been for homework in order to occupy them for the time being. After the missed recess is over, the student will be able to turn their card from a red down to a yellow, meaning that they are still walking on egg shells and must behave until lunch hour. After lunch, and assuming that their behaviour has been phenomenal, they will be able to return to a green card. However, if the problem persists with the same student, both recesses of the day will be taken away and I would send a letter home to the parents in order to let them know that their child has been missing recess and explaining the reasons which have caused him/her to have been held back.

If the problem is not resolved after these multiple chances, I would then seek help from the principal of my school.

 In the case of physical conflict between two students, the cards are automatically changed to red one, recesses are revoked and a notice letter which explains the child’s misbehaviour along with the “STAR” chart are sent home to the parents. During the missed recesses, the misbehaved student(s) will be asked to fill out the “Reflection of what I did” chart which will also be brought home to the parents. This chart’s purpose is to allow the child to really think of their misbehaviour and to describe it into words or illustrations in the hopes that they will learn from their mistakes.

 For students with behavioural problems, they will have, in their take home folder, a special behaviour chart. These students will be treated the same way as the others throughout the day with the daily sticker and pouch systems, however this second behaviour chart will also hold stickers for every day. The only difference with this one is that the child will take it home and have it initialled by his/her parents and I will check it in the morning when I do my agenda rounds. The day sticker will be placed under the condition that the student has generally well behaved all day and I feel is deserving of his/her sticker. I will keep notes throughout the day of the student’s behaviour and actions (both good and bad things) and attach the daily notes to the student’s behaviour sheet at the end of the day. The notes will let the parents know why their child was or was not deserving of a sticker that day, and will also outline good and bad (if the case may be) points of our day.

**Daily Schedules/Agendas**

 As previously mentioned, I am a very routine-oriented and well organized person. I absolutely need to have a set schedule in order to keep on track with things that I have to do and complete so I do not fall behind. Not only is keeping organized a definite must-have skill for teachers, but especially for new teachers like me, it is absolutely essential to develop a good routine that works for ME in order not to get overwhelmed with this career. The agenda that I will provide for my students at the beginning of every day will not only be for them to get an idea of the day’s plan, but it will be a way for me to assure that I remain on track with my lessons, activities and so on.

 In order to assure that my students do not let their thoughts wander off for too long in between completion of activities or assignments, I will have anchor activities planned or centers that will be available for students to occupy themselves, while the rest of the class finishes their work. The anchor activities will be carefully selected in order to be completed individually and so that they are relevant to the material we are learning at the time. This will be to assure that nobody rushes to finish their work early (as there simply will be something else for them to work on!) and in the case that they are done before others, they will not be sitting at their desks, looking around and possibly distracting the others who are trying to work.
 Once the class is completed their work, I will try to reserve enough time in my lessons for the checking of the work as a whole class discussion. I know that I would always get very anxious and nervous knowing that I had to complete something in class, during the class time provided, in order to turn it in for marking by my teacher. I never liked the idea of trying to rush to finish before class was over because I could never put enough thought and care into my work; I just wanted it done and out of my hands as quickly as possible. I plan on never having to put my students, who may be like me, through such agony of feeling stressed over one simply in-class assignment. I want them to learn and understand what they are learning to the best of their ability. When I assign in-class work to be done, I will be sure to provide ample time in class to work on the assignment where I will be completely available to them to answer any questions, concerns or to provide explanations. If we do not have time to complete the work in class, and depending on the type of assignment given, I will try to allow a bit of time at the beginning of the next class for students who need it. They will have the option to bring the work home and do it on their own time as well, but it will not always be a required homework that I would expect to be completed. Upon completion of the work, I would encourage students to participate in a discussion based on the assignment, in order for everyone to be able to double check their answers and for everyone to be on the same page of understanding. If anyone has questions, this would be the time to ask them in order to clarify anything that may have been unclear to them.

 Of course I also need to be realistic and realize that there will be times where students will have to learn to complete things individually which will also be passed in for marks. For assessment purposes though, I will make sure to never give a “test” to my students without being 100% positive that every single person has fully comprehended the material covered.

 This brings me to my next point of how I will differentiate my lessons in order to accommodate every type of learner in my classroom and to make sure that I do not only cater to one or two types of intelligence. Every student is his/her own individual and they all have something special to bring to the classroom. For me, they will help me become a better teacher in the way that I will be able to learn from them by planning lessons according to their own type of learning. Realistically, it will be nearly impossible to please every single student all in one shot, but I can only promise to do my best in accommodating as many of my students as I possibly can. I will assure that each lesson is carefully planned and that activities are designed and tiered from basic, on-grade to more advanced levels. I will be sure to play around with the complexity level of the assignments/activities/lessons rather than to focus on increasing/decreasing the difficulty level. I will also try to touch base with my students as often as I can to discuss if they are content and/or satisfied with my methods of evaluations and get their suggestions on what they would like to see be done differently. This would be done through small surveys, either orally or written which would be the student’s way of assessing me to help me better myself.

**Transitions between activities/topics/subjects**

 Transitioning between lessons and classes is another thing that frightens me a little bit because I remember hating having to cut off a really good debate or discussion in order to change to a different class or lesson. I feel that when students are passionate enough to discuss and tear apart a certain topic of conversation, I have done my job in teaching them something in which they show interest. It is, however, necessary to develop a strong method of transition in order for chaos to be avoided when a change has to take place. In this case, I will implement a rule (which will be written among the other rules established at the beginning of the year) which states that students must remain quiet, speak in their library voices (if discussion needs to occur) and to undergo the transitioning process with as little distractions as possible. I will suggest that we continue the assignment, activity, debate or discussion during the following class as it is time to “turn the page” and start the next point on our agenda. Ideally, I would like to have an estimated time set specifically for the transition from lesson to lesson already marked on the daily agenda so that the students can also let me know if we’re going over the time. This will allow them to feel that they have a part in the class’s routine and that they can contribute to the flow-control of our day.

 In the case that materials need to be picked up, cleaned up and returned to its respectable areas, I will designate specific students, or teams of students to certain tasks; someone may be asked to pick up the left over materials and return them to the “arts and crafts” center, while someone else picks up the assignments/activities, gather them and bring them to the “to be continued” basket. Having students designated to helping out in classroom tasks will engage them and make them feel good about helping out not only me, but their classmates. This will also help in maintaining control over avoiding chaos between everyone running around to throw out trash, bring back pencils and to mix up assignments to the wrong baskets, for example.

 If we are simply going from one lesson to the next without working on an assignment or activity, I would try to wrap up my lesson of that specific topic with a discussion/question period where students may get clarification on something that they are unsure about. This would make up the last 10-15 minutes of my lesson and then we would smoothly close up the books in front of us and replace them for the next lesson.

 As for transitioning between classrooms within the school (like from the class to the gym, for example), some time will be set aside so we can undergo the cleaning up process outlined above, given that we were working on a crafty activity. Students will be asked to sit at their desks quietly when they feel that their area is properly cleaned off and wait until everyone is else is sitting down. I will then take a quick glance at the rows and around the desks to assure that everything has been picked up and returned to its proper area and then call out students by rows/pairs (depending on the desk outline) to get in line at the door so we can proceed to the next classroom.
This process would also be the same for recess and lunch preparation. I would allow the five quietest students to get ready first, followed by the next group of five, and so on. This will cause less chaos within the hallway in the midst of the other classes getting out of recess at the same time and will allow for students to have a bit more room to move around when getting ready (when putting on their winter gear, for example).

 **Classroom Communication**

 My students will know directly from the beginning of the school year that I am the kind of person who is very easy to get along with; as long as you show me respect, you can expect the same respect back from me. As outlined in the “procedures and routines” section, there will be two specific signs that my students will need to learn and use: the “rolling out” sign which is to ask permission for use the washroom or to get a drink at the fountain and the “peace out” sign which lets me know that they are leaving for one reason or another (provided that I know the reason for which they are leaving early, if this is the case). They will also know that before speaking during a whole class discussion they need to raise their hand or give a thumbs up (this choice will be theirs) and make sure that they are in possession of the “talking ball” before they can speak aloud. During pair/group work, students must speak in their library voices at all times. For students that are more timid and would prefer not to speak up in class (although I will always encourage for everyone to participate in discussions), I will ask them to write down their thoughts, questions, concerns or anything else they would like to say about the subject of discussion in their notebooks. Once the students are working independently, I will ask anyone who has written something down to ask/tell me in their notebooks to simply put their thumb up (not in the air but just discretely on their desk) and I will come around and address them.

 For students that may need extra assistance visually, I will be sure to provide as many visuals as I can when teaching a certain topic. As a visual learner myself, I always appreciate when I am provided with ample visual material, no necessarily on paper but something that I am able to look at and copy down for my own benefits. Students who cannot see very well from far away I will assure that they remain seated in the front and whatever is projected/written on the board will be written in big enough font, using neutral colours that are not hard on the eyes and as clearly as possibly in order for everyone to see it. When providing photocopied materials, I will make sure to increase the writing size for students who have difficulty reading regular size font.

 I will always check with my students that my voice level is loud enough for everyone to be able to hear me clearly while making sure that it is not too loud and heard beyond my classroom. In the case that there is a student with a hearing disability in my class, I would not be against having some form of microphone to simply enhance my voice that much more to better accommodate him/her. With respect to anything technology related, so long as it is for the sole purpose of accommodating my students and to help them with their learning, I am opened and willing to adapt to anything. As mentioned several times, I work for my students and will do everything in my power to make sure that they are learning and understanding the materials fully before I move on to something new.

**Communication with Home**

 I strongly believe that it is most important to establish a positive relationship with the student’s parents/guardians as early on in the year as possible. After all, parents are putting their trust and confidence in you to teach their children and help prepare them for the future. Parents very often have high expectations from their children and they view you as the main person who will assure that they live up to these expectations. Due to this, I plan on sending out an introductory email to all of the parents as soon as I receive my class list. This email will simply let them know who I am and give them a very brief explanation of the kind of person I am and how I plan on going about to teaching their child. I will also provide my contact information (email address and phone number) in order for them to be able to reach me anytime, should they wish to discuss grades, homework and/or any other comments, concerns or questions.

 With regards to class work, announcements, memos, etc. I will also have a website which parents and students may access anytime. I will aim to update the website as frequently as possible in order for anything that requires parent attention, they will be able to view it online as well as having a paper copy, which I will usually send home in the student’s agenda. Much of what will be found on my website will also be available in a hard copy form and sent home with the students; however, I am aware that misplacement occurs very quickly therefore my website can be used as a back-up notice. Parents/guardians will be encouraged to check the website in the evening simply to make sure that they have not missed any message or announcement that could be important.

 During the first week of school, I will have prepared a package for my student’s parents/guardians which will have a copy of the rules we have established as a class, a brief description of how I intend on teaching my class and what I will be expecting from both my students and their parents/guardians, the school’s important dates and calendar, and a small remark concerning the agenda signing procedures. I will also provide them with the option to get in touch with me via email, phone or writing; whatever is most convenient and comfortable for them is how I want them to contact me.

 I would love to be able to touch base with parents for reasons other than outlining negative issues that have happened at school; if a child excels in something he/she has been struggling with for some time, for example, I will try to get in touch with the parents/guardian in order to celebrate this accomplishment. I will let the parents/guardians know at the beginning of the year that it is my intention to keep in touch with them (using their contacting method of preference) once a month in order to update them on their child’s progress in class, to celebrate a big accomplishment or simply to let them know that their child has been great or done something worthy of praise. Even though I would love to speak to every child’s parents every month, I am aware that this may be slightly unrealistic given the level of business I may encounter during certain times. I will therefore select up to five students that have stuck out in my eyes throughout the month and contact the parents/guardians of each child in order to give them positive feedbacks, remarks or comments about him/her.

**Conclusion**

 I strongly believe that a teacher who has a strong, well structure classroom management plan is someone who shows great organization skills and very much confidence in themselves. This plan is key to maintaining an environment where both teaching and learning takes place and where everyone works together as a team in order to acquire knowledge from one another. Every aspect of creating an effective and strong classroom management plan must be carefully and very well thought through, making sure that every situation is as realistic as possible and ensuring that whatever happens, it is done for the sole purpose and benefit of each and every individual student’s learning. By creating this detailed plan, I am preparing myself for any and all types of learners to enter my classroom; I will be ready to take on obstacles and challenges before me and will embrace every minute of every day as it will continue to be a learning experience. This plan will not only help me remain structured and grounded as an individual, but it will be a great reference if I being to feel overwhelmed when dealing with certain, more challenging, situations.
I look forward to learning from my administration, fellow teachers, co-workers and most of all, from my students, year after year; I believe that they will be at the core of teaching me how to become and continue to be the best teacher I can possibly be.