

Shining Stars: Christ Centered Classroom Management Principles

*Those who are wise shall shine like the brightness of the firmament,
and those who turn many to righteousness like the stars forever and ever. Daniel 12:3*

Objective: Discuss biblical classroom management principles that will enable early educators to purposefully cultivate faith development and potential within students.

I. Christian early educators view all of education through the lens of the Great Commandment (Matthew 22:37-40) and the Great Commission (Matthew 28:19, 20).

Jesus said to him, "You shall **love the LORD your God** with all your **heart**, with all your **soul**, and with all your **mind**.' This is *the* first and great commandment. And *the* second *is* like it: 'You shall **love** your neighbor as yourself.' On these two commandments hang all the Law and the Prophets."

Everything we do should be motivated by a love for God and people. Secondly,

Go therefore **and make disciples** of all the nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, **teaching them to observe all things that I have commanded you**; and lo, I am with you always, *even* to the end of the age." Amen.

II. Our primary teaching and learning objective is faith development.

Faith development is defined as the process of God working through **committed teachers** using **biblical methods** and **truthful curriculum materials** to bring forth disciples who possess a **biblical worldview, godly character** and **academic skills** necessary to **fulfill God's calling and live for his glory**. (Claggett, D., 1989)

III. There are three faith development goals:

- Know God
- Grow in Christ-likeness
- Show His glory

IV. You are the living curriculum.

[Faith comes by hearing and seeing it modeled.]

Curriculum comes from a Latin word meaning race. Envision a racetrack and each of your students at the start line. The beginning line may be different for each child. We are to recognize benchmarks that each child needs to reach and design developmentally appropriate learning experiences that will enable them to do so.

Developmentally appropriate: DAP is Designing the learning experiences and the environment—the *physical classroom arrangement, materials, activities, schedule, curriculum, and teaching methods*—according to the developmental levels, personality and learning styles of the children in order to promote growth. (Bredenkamp, S., ed. 1987)

Typical Behaviors

- **Toddlers** – Tantrums, Bites, Hits, No!
- **Preschoolers** – Tests limits, Asks Why?, May tell lies, steal or argue
- **Young school-agers** - Stubborn, bossy, doesn't like criticism

V. Three major roles of effective teachers

These roles are adapted from Robert Marzano's research on classroom management strategies that work for K-12 education. I have modified them a little for early educators.

1. **Selecting effective and appropriate instructional strategies**
2. **Curriculum design-Designing curriculum with appropriate pacing and sequence**
3. **Classroom management-Managing the classroom to promote efficient and effective learning**

Instructional Strategies

Developmentally appropriate learning experiences
Developmental stages – teach known to unknown-relevance
Scaffolding –direct instruction whereby the teacher models or demonstrates
Learn from experiences – discover and exploration of the environment
Active participation – interaction with others (practical application in groups)
Multi-sensory – engage senses 85% of young children are kinesthetic learners
Diverse – Consider different background, cultural influences, temperament, and ability

Curriculum Design

Developmental goals-activities-materials
Consider developmental levels
Student needs – Abraham Maslow’s hierarchy of Human Needs
Scope and sequence – why, when should content be introduced...
Early learning standards provide measureable benchmarks of what the children should be know, understand, and be able to do at precise points throughout the school year
Variety of materials and learning experiences keep the students engaged

Classroom Management

Trust in the LORD with all your heart, And lean not on your own understanding; In *all your ways* **acknowledge Him**, And He shall direct your paths. Proverbs 3:5,6
Biblical
Christ centered vs. child sensitive
Developmentally appropriate

Classroom management is defined as that set of activities by which the teacher promotes **appropriate student behavior** and eliminates inappropriate student behavior, develops **good interpersonal relationships** and a positive socio-emotional **climate** in the classroom, and establishes and maintains an effective and productive **classroom organization**. (Weber, 1977)

Four Components of effective Classroom Management

- Rules and procedures
- Disciplinary interventions
- Teacher-student relationships
- Mental set

Disciplinary Interventions

- **Redirection**
- **Positive Guidance**

Hide 'em in your Heart Steve Green and Veggie Tales Bible Songs CDs
Anger Tantrums Ecclesiastes 7:9
Excessive talking or arguing James 1:19-20
Disobedience Hebrews 13:17
Lying Ephesians 4:25
Unkindness in behavior or speech Ephesians 4:29-32

- **Time away**

Teacher Student Relationships

Josh McDowell said Rules w/o relationship=rebellion

Appreciate individual personalities, learning styles, and temperaments.

- **Seeing** different or difficult students as barriers to goals, annoyances, or persecutors We grow socially to where we can tolerate or adapt to different or difficult students and then to **Serving** different or difficult people out of gratitude for the opportunity. Our ultimate goal of maturity in Christ is learning to appreciate the differences in others.
- **Appreciating** different or difficult people out of an appreciation for the unique God-given individuality they possess. Demonstrate a personal interest in each individual.

There are three primary causes of misbehavior

- Unmet need – remember Maslow
- Lacking a specific skill leads to frustration
- Mismatch between child and the environment or schedule

Behavior is communication...the child is trying to tell us something.

ABC model: **A=Antecedent; B=Behavior; C=Consequence**

ABC's of Assessing the Functions of Behavior require you to analyze what is going on before, during, and after a negative behavior occurs:

- **Escape:** *avoidance of a person, task, situation, or environment*
- **Tangible:** *desire for a specific item, activity or feeling*
- **Attention:** *desire for positive or negative attention from peers or adults*
- **Sensory:** *desire for a feeling, taste, sound, or environment to meet a sensory need or fear or avoidance of sensory input*
- **Power/Control:** *desire for clout, authority, the last word, influence over their environment*

Mental Set

Mental set is the early educator's mental readiness that they bring to the management process.

Teacher expectation is research proven to be one of the greatest predictors of student achievement.

We've all heard the adage "thoughts produce actions, actions produce habits, habits produce character and character produces destiny..." Authoritative teachers balance expectations with nurture (love and limits).

Resources:

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Althea Penn, M.Ed.Ad., NAC, PDS

678.557.8684 ☎ www.pennconsulting.org ☎ apenn@pennconsulting.org

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