By Tasha Tams

Professional Semester Three

September 2013

Kainai Alternate Academy

“Each child is living the only life he has – the only one he will ever have. The least we can do is not diminish it. – Bill Page –

Each student in this course will be fully expected to master certain concepts or skills. In order for this to be successful, I must include fully developed and designed lessons, positive expectations, the ability to listen, proper evaluation techniques and a superior classroom management plan. By including these elements, a positive learning environment can be created and attitudes of staff and students will be increased. I fully recognize that these things are all inter-related, and as such, within this management plan I aim to take a holistic approach to teaching in my classroom this year.

1. ATTITUDE:

I am including this in my management plan because I firmly believe that attitude is always the number one aspect which will determine success or failure. It must be predisposed within myself to realize success both personally and with students and colleagues in order to influence/prompt a positive attitude about learning. When students and teachers have a positive attitude, classroom management will be a breeze.

Some things I would like to do to increase attitude and positivity:

1)”I am” statements. – Students must write something positive about themselves before starting the lesson for the day. They need to recognize that they are good at something. For example “I am a good friend.” or “I am an excellent listener.” or “I am a hard working person.” or “I am successful at learning.” Really it could be anything, and they can repeat things from day to day if they need to. The point of the exercise is to push the student to realize they are good at things and they can be successful. I will be doing these daily, and as a part of their boardwork. I want it in the beginning because it focuses their thinking in a more positive light and can help them to really believe in themselves.

2) Journaling. This will be done directly after the “I am statements.” They will be able to write down their thoughts freely, or be given a focused question if they can’t think of anything to write. The point of this exercise is two-fold. They are writing, which is appropriate in a literacy class, and the journal will be able to create a positive dialogue between student and teacher. Students can communicate their feelings or concerns with the teacher, and in response to their writing, the teacher can offer words of encouragement and/or praise. By encouraging or praising the student, moral in the classroom can be increased. This is important for creating a positive space.

3) Two Rules: Respect and Responsibility. These will help create boundaries for students to understand they need to respect one another, and that they are responsible to eachother and to themselves. By giving them general and open rules I am pushing the students to be positive about their own learning, as well as making them aware they are in charge of their own attitude. A quote from the book “My First Days” by Harry and Rosemary Wong says “ You are the only person on earth who can use your abilities. It is an awesome responsibility!” I truly believe that, and will push my students to view themselves in the same light.

2) RULES

I started speaking about this a little in the last section, but it really needs its own section for elaboration. “My First Days” has often said that you should have a maximum of five rules in your classroom because children will not be able to remember them all if there are more. As I am teaching at the high school level I will consider the fact that students are not mature, but they are moderately aware of right and wrong. I will include only two rules for students; Respect and Responsibility. They are very general, but they are both very encompassing of the expectations that I have for their behaviour in class.

1. Respect. Students will be consistently reminded of the level of respect necessary for learning. At the beginning of the term we will participate in a group brainstorm about what this means to all of us. In order for us to respect eachother, we need to consider what is valuable in our own lives. Some of the topics that will be discussed are as follows:

* School Property
* Safety
* Teachers
* Education
* Anything else that applies that comes up in discussion
* Bullying
* Racism
* Religion
* Personal Space
* Possessions

1. Responsibility: We must be responsible to ourselves and to eachother. When students and teachers take responsibility for their actions and words, they can learn and grow as human beings. Students who are responsible to eachother will learn that they are as much a part of eachothers learning as their own learning. This looks like keeping the classroom safe for everyone, or by following procedures so that the most learning can happen. Some things that are inclusive in this discussion are:

* Attendance
* Drugs and Cigarettes
* Looking after your health
* Safety
* Anything else that comes up in discussion
* Responsible for your own behaviour
* School is a place to gain knowledge
* School is a place to become successful
* Doing your work
* Paying attention
* Not distracting others learning
* Honesty

3)BOARDWORK

Boardwork will be utilized in my classroom each day as a form of routine, predictability for students. As attendance has been proven to be an issue at KAA, knowing what to expect in class will be helpful for students to feel comfortable when they haven’t been to class in a while. They will do 3 activities; 1)practice their spelling words by writing each of the 10 words 3 times each. 2) complete 1 or 2 “I am” statements. 3)Write in their journals quietly. They will be able to get started right when they come in, and will not have to wait for other students to be in class or to settle in, in order to start their activities.

4) TOKENS

The school utilizes a token system that runs in all classes. Students receive tokens for good attitudes, good behaviour, good attendance, hard work, and various other aspects based on teacher/staff discretion. When they receive tokens they write their name on them and they are put into a draw barrel. On Fridays, names are drawn and prizes are given out, like bags of chips or pop or small useful items. As it is a school wide program, students know how they can get tokens from teachers for good behaviour and attitudes. The program is used to reward students for positive experiences had in school and create a school wide positive learning environment.

5) LESSON PLANNING

If you fail to plan, you plan to fail, and so lessons will be planned sufficiently. At the beginning of the day I will post a “schedule” of what will happen in class, as well as the objective of the class. For example, the board might say:

Good Morning Everyone! This will be our class schedule for today!

9:30 Boardwork

1. Write spelling words 3X each
2. Write 1 “I am…” statement
3. Write in your journal about what you did on the weekend

9:50 Lesson on Sentence Structure

Objective: Students will construct sentences that start with a capital letter, end with a period and have at least one comma.

1. Group Brainstorming about proper sentences
2. Whole Class Activity “Putting the capital letter, comma and period (or punctuation) in the right place” (on the PowerPoint/whiteboard)
3. Individual Activity “Putting the punctuation in the right place” (worksheet)
4. Write 2 sentences that include a capital letter, a comma and a period.
5. Review as a class

10:15 Workbooks – Please take out your workbooks and work at your own pace

\*At any time if you are finished an assignment, you may draw, read or work in your workbook quietly.

This will give the students an outline of what they can expect for the day. After students are routine into doing boardwork as they arrive, I will start to overview the class schedule for the day after they are completed that part of class. Giving this schedule will let the student know of my expectations for the class and will help set predictability and success for each student. Organization is key.

6) POLICY

KAA has specifically policies and consequences for specific behaviours and this management plan honours these protocols. Students are required to adhere the code of conduct that they would have signed when they started began the program. Copies of these forms are included in this package to clarify the protocols.

7) PROCEDURES

Pencils are provided. If students arrive in class without a pencil, there will be pencils readily available by the door.

Students needing breaks will be given space by having the student leave the room, speak to other staff, or work in another place. Students may ask to have space, or educators may ask them to take space.

Students must ask before they go to the bathroom. Students must be aware that they cannot go to the washroom when direct instruction is taking place, but will be permitted to go during boardwork or individual exercises.

Students are not to take/touch personal items on other desks without asking first. Students will be warned 3X to not touch personal items, and if the behaviour permits staff will first talk to the student alone, and then if it continues, another staff member will speak to the student.

Students will be encouraged to address their concerns when they have them. In order to make this a comfortable learning environment, educators will be available to students if they wish to make a complaint.