

Classroom Management: A Form of Discipleship



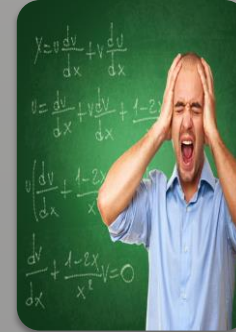
A Call to
Discipleship



Preventative
Maintenance



Diagnosing
Inflammation



Chronic
Inflammation



Treatment

“Relational trust is built on movements of the human heart such as empathy, commitment, compassion, patience, and the capacity to forgive.” Parker Palmer

WHAT IS CLASSROOM MANAGEMENT?

STANDARD DEFINITION

Simply put, classroom management refers to the wide variety of **skills and techniques** that teachers use to ensure that their classroom runs smoothly, without disruptive behavior from students. It boils down to having a **structured learning environment** with **clear expectations** that **promote learning** as well as **consequences** that **diminish or eliminate behaviors** that **get in the way of learning**.

Successful classroom management stems from a teacher creating an atmosphere where a student's heart and mind can develop.

A CALL TO DISCIPLESHIP



Use Romans 12:9-21; 14:1-7; 15:5-7; Matt 28:18-20; Luke 6:40 as a guide

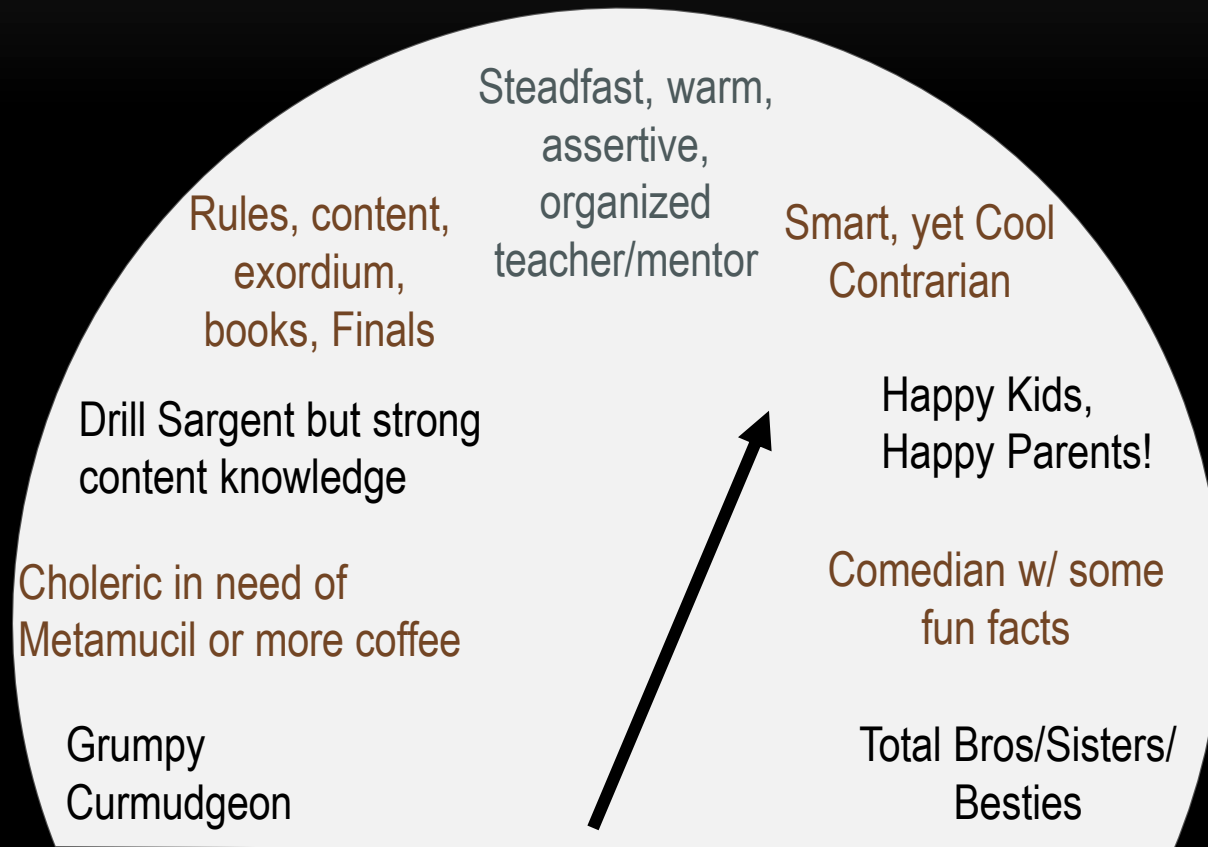
VETERAN TEACHER'S TOP 5

95 YEARS OF COMBINED TEACHING EXPERIENCE

- 1. Mutual love and respect.** When students feel known and respected, they almost always respond in kind. Get to know them
- 2. Model what you expect.** I can't expect my students to behave if I am not prepared and doing my job well. Be humble if you expect humility. Be passionate.
- 3. Don't surprise.** Consistency in class routines and grading builds trust. Inconsistency brings resentment.
- 4. Pray for Your Students Daily.**
- 5. Teach Bell to Bell.** Avoid the arbitrary (random tangents; unspecified path); Fill Every Hour.

TEACHER-STUDENT RELATIONSHIP-O-METER

WHERE IS THE ARROW POINTING?



PREVENTATIVE

- Pray with Intentionality
 - Be You
 - Lay the Foundation for Cooperation
 - Peers are a powerful influence
 - Build Relationships
 - Points of Contact
 - Parents
 - Excite the students—Invoke Wonder
 - Look for “Coaching Moments”
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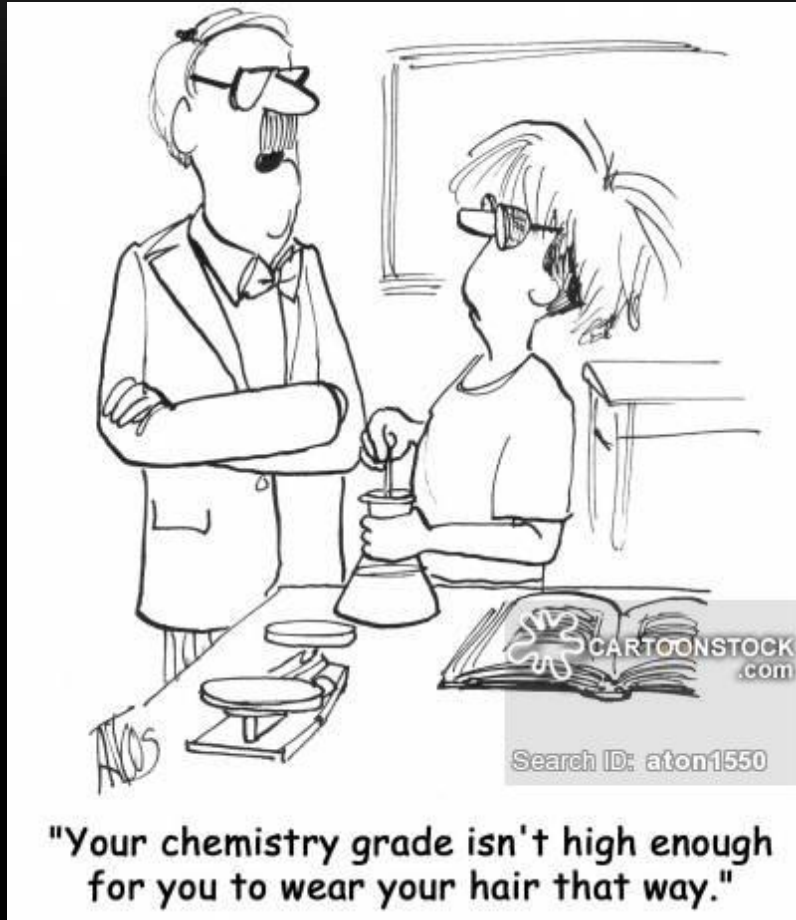
WHEN CONFRONTING INFLAMMATION: DISCIPLESHIP MODEL

“People can’t blame children for fooling around. Kids migrate to the least effective form of management.” ~ Fred Jones

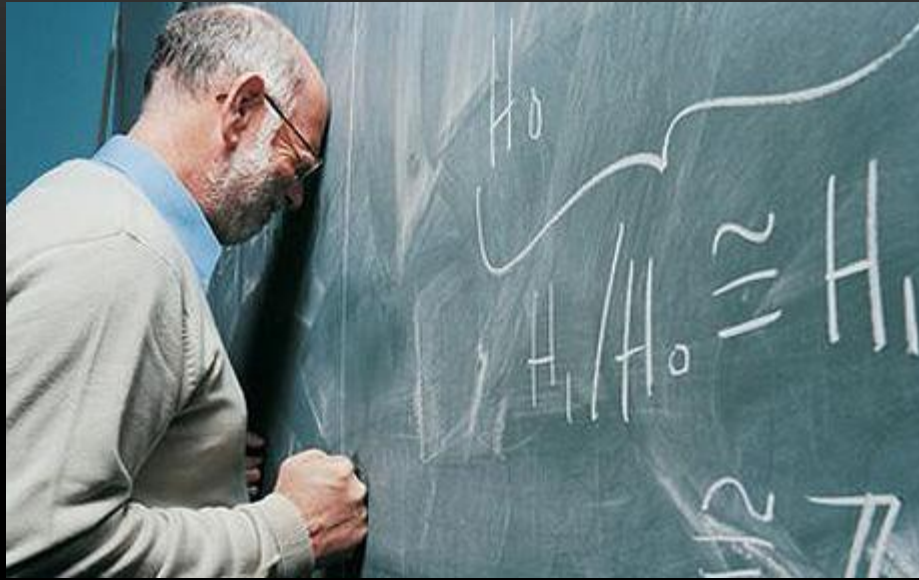
- Shift tones, not temper. Avoid the pitfalls of anger.
- Public admonishment is fine for certain offenses (blurting, disrespect, etc.)
- Passivity invites inactivity and rewards inappropriate behavior.
- You can’t die on every hill—avoid the war of attrition.
- Look at the historical context. This requires active note keeping.

GOAL: Repentance → Forgiveness → Reconciliation → Restoration

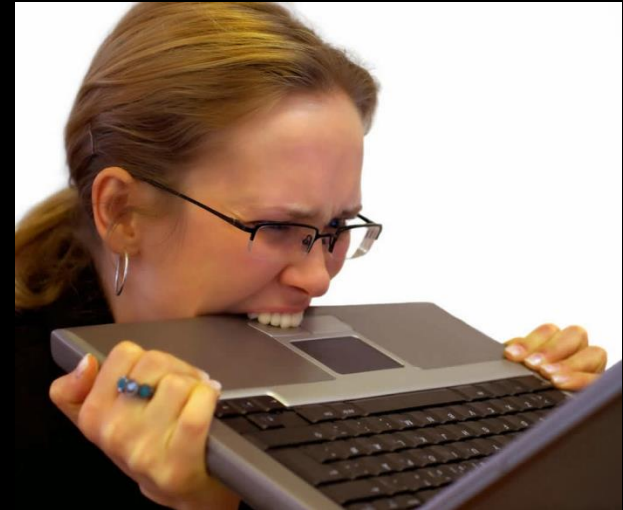
DIAGNOSING THE ROOT CAUSE OF INFLAMMATION



- The heart of the issue matters more than the infraction itself.
- There are usually issues at home that you're not aware of (Private vs. Public Rebuke).
- Observe the visual cues of your students. (nervous twitch, change in posture, etc.)
- Historical Context: Is this behavior in line with what I've seen over the past several months? Even good students have bad days.



- How do you know if you've hit the discipline "wall?"



SCENARIOS

