Part One: Philosophy of Teaching

Throughout my classroom, I hope to incorporate the five key understandings of behaviour management. This means that I will understand purpose of behaviour, teach students alternative ways to meet my purpose as well as providing the students with an opportunity to practise the new skills plus practising my own management style and have a management plan to assure that behaviour management is well administered throughout my classroom.

I feel that it is vitally important as a teacher to establish a positive approach to behaviour, as negative behaviour can and will lead to further misbehaviour behaviour of students. Therefore, I need to make sure that my observation of certain behaviours is clear so that I can analyse the situation and define how to deal with the occurring behaviour. I believe that letting the students know the expected ‘desired behaviour’ will increase their knowledge of what is wrong and right within the classroom/school environment. I feel that if I focus on preventative management then I can prevent the occurrence of discipline problems all together. I believe that if you focus and praise on the good behaviour that most students already show and are present in the classroom, that this expectation is seen and most students will want to engage and want to do the same so that they will be praised and noticed as well.

Furthermore, it is my job as a teacher to integrate good classroom management and be able to deal with multiple obstacles that come my way. I will initiate this through clear and concise guidelines/rules so that students understand that there are clear expectations and that consequences will occur if these rules are broken. I feel it is vital to provide a well-managed supportive and understanding classroom. I want to create relationships with the students but whilst being friendly and welcoming they need to understand my authority. I understand that everyone gets bored or may have an off day and misbehave or accidentally do something wrong. This is why I believe in a strategy that will incorporate guidelines and limits not rules and have a fair policy so that if they are broken, consequences apply to everyone. I will also implement a routine where if I am not happy with the students behaviour, there can be a chat or discussion time, in which the child can talk to me about issues or problems that they may be facing that day and be able to have that relationship where the students can tell me why this type of behaviour is occurring.
My main philosophy for classroom management is to be proactive and make sure that students understand my expectations and guidelines whilst within the classroom environment. I will endeavour to create a positive learning environment that shows these expectations either through displays of pictures or paintings or even self-created behaviour management plans that the students have created themselves as visuals around the classroom to remind all students of what is expected within the classroom.
Part Two: Theorists

Porter (2007) shows a range of behaviour management theories. The two theorists that mostly influenced my philosophy is Canter and his Assertive Discipline Approach and Wheldall and Merretts Applied Behaviour Approach. Canter designed the Assertive Discipline approach to help teachers take a proactive rather than reactive response to behaviour. It also looks at the teacher setting clear limits on the student’s behaviours so that all students know what is expected of them. This approach lets the teacher communicate disapproval when a child does something wrong and the approval when a child does something appropriate. I believe that this approach reflects upon my philosophy of the behaviour management theories that I wish to apply within my classroom as a teacher. The Assertive Discipline Approach shows similar characteristics with my opinion and the way in which I want behaviour management handled within my classroom. The Assertive Discipline Approach reflects on my own personal philosophy, as I believe the teacher has the right to insist that the students and their behaviour must be acceptable and appropriate. In addition, the teacher should have the right to insist that optimum learning is established throughout the classroom and that good behaviour is expected from all students throughout each lesson.

The Assertive Discipline Approach lets the students understand how you feel and that reinforcement will be applied if ‘undesired behaviour’ becomes present. This also allows the discipline to be proactive rather than reactive because proactive strategies “focus on positive teacher/student interactions and preventions rather than suppression of problem responses” (Ducharme, 2007, p.28).

Another approach that links within my personal philosophy is the Applied Behaviour Approach. Wheldall and Merrett theorize and identify events which children find rewarding. From this, the teacher structures the environment so that these rewards are dependent upon certain behaviour. This theory looks at the belief that children learn to behave properly when adults reward them for desired behaviour and punish or have consequences for the students acting in ways that are not approved or appropriate in certain circumstances. The Applied Behaviour Approach generates a clear message to students that if you display good behaviour you will be rewarded over disapproved behaviour. This approach looks at the fact that when children receive rewards for a desired behaviour and if they are punished for behaviour that we disapprove of, they react to the outcomes and behave correctly (Porter, 2007).
These theories fall under the category of Authoritarian power for student discipline. Through this, similarities are shown between the two theories and this is why they can be connected together and be used within classroom behaviour management strategies. These two theories instigate that through appraisal and recognition of good behaviour that students will continue to behave in this way and if inappropriate behaviour has occurred and punishment or disapproval is given the students correct their behaviour to fit in with this. Overall, the teacher manipulates the environment, which in turn is setting all the students limitations and rules/guidelines for them to follow as well as showing that reinforcements will occur. In addition, my philosophy gains meaning and more structure and strategies to implement within my classroom. These theories will help me to furthermore realise that the proactive strategy and setting clear limits is most effective for my style of teaching and students learning.
Part Three: Management Plan

The Plan in which I will integrate within my classroom is a step sequence plan using a traffic light system. The students will have a range of steps in which they will be aware of. The first step is two firm warnings. The second step will be isolation within a ‘time in corner’ (Green Light), the third will be exclusion from the class to another class (Orange Light) and if the behaviour still is occurring the principle/office will be the last step (Red Light).

Strategies that I plan to emphasize within my classroom to reinforce appropriate behaviour are the use of constant appraisal to students who show the ‘desired behaviour’. I also will endeavour to create a rewards system that offers either stamps or stickers. This rewards system will build onto a bigger prize/incentive. I hope that through the use of a rewards system students will constitute good behaviour. I believe that once a certain amount is received a greater reward should be given. This could include free time, computer time, lollies or even a raffle ticket drawing system. This will keep the students extrinsically motivated, engaged and enthused towards receiving rewards and appraisal for good behaviour.

Strategies that I will implement throughout my classroom to prevent inappropriate behaviour will be through the use of situating students in a layout where they are not being disruptive or influenced by other students that will lead them to behave inappropriately. Then the warning system will come into place. It informs the student that you are not happy and that the behaviour that they are displaying is not accepted and if they continue to behave in the unaccepted manner then another warning is given except this time it is a reminder that there is no more warnings and that isolation is the next step. In the classroom, a ‘time in’ corner will be situated within a designated section of the classroom. This will hopefully deter the student from continuing with the undesired behaviour that they are presenting. I know that I stated before that I did not want to use reactive classroom management but if a student has received two warnings and knows the limits and the behaviour management program that is in place therefore the student needs to recognize that there are consequences to his/her behaviour.
So students understand the limits throughout the classroom, I will make my expectations for appropriate behaviour clear to my students by firstly creating charts of words and sentences as well as pictures that the students as a class will help form and design at the start of the year. This way they know what they have created and they know what is expected. The posters/charts can be displayed around the classroom to promote the acceptable behaviour and to remind students that they will be rewarded for good behaviour. This idea generates the students thinking by getting them to understand what is appropriate and inappropriate within the classroom.

I will address inappropriate behaviour with my step-by-step behaviour management plan. If the child reached the ‘time in corner’ step (Orange Light) then the student will spend five or so minutes in the area reflecting on why they are there and then when they are ready they can come and chat to me about what they are going to do better so that they are not going to be in that isolated situation again. The talking and communicating strategy is a part of the ‘scaffolding for success technique. This technique is “one of the most effective in the classroom as it involves scaffolding students through the use of prompt and support and one-on-one attention, to increase the likelihood of success with a challenging situation” (Ducharme, 2007, p.29). This will in turn be a good reflective strategy for myself and for the students.

I will monitor student progress via observation and with the sticker/stamp charts that I will apply. I will also keep weekly behaviour reflections and take note of any issues or situations that may have occurred that I found concerning. I will also use this reflection book to make sure that the desired outcomes of behaviour have been achieved or not achieved within my classroom. It is known that “most classroom behaviour problems occur in the presence of specific events that occur immediately before the behaviour, such as the presentation of academic demands or teacher requests to terminate pleasant activities” (Ducharme, 2007, p.28). Therefore, I will endeavour to use preventative strategies through the Assertive Discipline and Applied Behaviour Approach Theories to ease the students into each session that requires a specific amount of learning or direct teaching so that this behaviour does not occur.
In a situation where a child’s behaviour has increased and rapidly caused a situation that is threatening to other students I will act calmly and positively and try not to cause more outrage or frustration for the child. A simple technique of getting the students' attention by calling their name and asking them to either get a drink or go to the bathrooms or even go play on a computer should get the student to stop and go do so. This will then allow the student time to recover and cool down from the incident that has just taken place. This exit strategy will be useful, as you do not want to keep persisting or raise your voice at a student who is already infuriated or upset. Doing this may cause more traumas and may lead to physical violence or endangerment of other students. This strategy acts as a neutral option in which the student can return to an alternative task in contrast to the event that may have just occurred.

Overall, I believe that I could incorporate my plan within a school's behaviour management scheme that is placed throughout the school. I can do this by integrating their guidelines with mine and combine them so that all students are aware of the expected behaviour is within the school. Another strategy could be to mainstream each idea into your plan whether it is a systematic plan or step-by-step approach.
Part Four: Plan

MANAGEMENT SUPPORT PLAN

**Policy:** In the classroom, students respect the rights and responsibilities of all members of the school community to have a safe and secure environment. All community members are expected to work actively and positively together in right relationship with each other.

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<tr>
<th>Ecological Changes</th>
<th>Positive Programming</th>
<th>Focused Supports</th>
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<tr>
<td>Provide a framework to ensure students are taught the consequences of both positive, appropriate behaviour and negative, inappropriate behaviour.</td>
<td>Insure that manners and rules are followed and in coherence with the students understanding of his/her responsibility within the school environment and that respect is shown to all community members.</td>
<td>Reinforce appropriate behaviour and consult students that are representing disapproved behaviour. Incorporate consequences for the disapproved behaviour and incorporate ‘time in’ behaviour management.</td>
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<tr>
<td>Develop and maintain a safe and secure teaching and learning environment.</td>
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**BEHAVIOUR MANAGEMENT STEP PROGRAM**

**STEP ONE:**
- 2 Warnings have been Initiated
- Student is aware that the teacher is not happy with the current behaviour, and warned of consequences.

**STEP TWO:**
- **GREEN LIGHT**
  - Time had been spent in “Time In’ area and consultation/discussion with teacher has occurred
  - Student has continued inappropriate behaviour and further action has been taken.

**STEP THREE:**
- **ORANGE LIGHT**
  - Sent to another Classroom
  - The student has persisted in behaviour and is not responding to other behaviour or preventative strategies.

**STEP FOUR:**
- **RED LIGHT**
  - Disruption in new classroom leading to time in office – to see principle/higher authority.
  - Student has continued beyond a desirable level and needs further discipline and needs stronger consequences.

If a student’s behaviour is minimal then keep them on the warnings to green light steps. Unless behaviour is increasingly inappropriate and is continued throughout a session, proceed with the following steps.

To keep track of student behaviour keep a record within a diary to reflect on and keep track for student’s progression or if you have concern with behaviour within the classroom.