CLASSROOM MANAGMENT: PROCEDURES AND RULES

Introduction

Effective classroom management is defined by conscious planning that ensures the employment of procedures and rules that facilitate the use of teaching strategies to successfully engage and motivate students, preparing them for success (Chow et al., 2024; Clark et al., 2023; Hirsch et al., 2019). Effective structures and procedures foster a sense of support among students, enhance their enthusiasm for school, and encourage greater engagement with the school community and their own learning, reducing the likelihood of classroom disruption (Konishi et al., 2022).
While consistent procedures and rules are crucial in the classroom, research indicates that 40%–60% of teacher training courses overlook instruction on organizing effective classroom spaces and engaging students in learning (Clark et al., 2023; Shank & Santiague, 2022). Involving students in setting classroom expectations, procedures, and rules can limit inappropriate behavior, instead promoting ownership and understanding (Sabornie & Espelage, 2023).

Developing Relationships

Positive relationships with students are fundamental to effective classroom management (Aldrup et al., 2022; Kwok & Svajda-Hardy, 2024). Positive student-teacher relationships support and improve student attendance, readiness to learn, persistence, and work completion (Sabornie & Espelage, 2023). Student-teacher relationships develop and flourish in inclusive classroom environments with high expectations and clear procedures and rules (Sabornie & Espelage, 2023). Learning more about each student allows educators to respond to specific learner needs with understanding and empathy (Aldrup et al., 2022), supporting and encouraging students to feel confident in viewing mistakes as learning opportunities (Aydin & Ok, 2022). Positive teacher-student relationships thrive when the classroom feels like a community (Ahmad et al., 2022). Teachers can achieve this through strategies such as greeting students as they enter the classroom, demonstrating a sense of humor and enthusiasm, and getting to know students' names quickly and using them frequently (Ahmad et al., 2022).

Classroom Rules and Procedures

The following five strategies can positively impact student behavior: (1) managing time and distributing classroom materials effectively, (2) setting clear guidelines that define classroom

expectations, (3) promoting positive behavior through the use of positive reinforcement and language, (4) employing strategies to alter disruptive behavior without affecting other learners, and (5) imposing fair and consistent consequences for undesirable behavior (Pomerance & Walsh, 2020). Research suggests that successful rules and procedures should be created and reviewed in collaboration with students, phrased using positive language, specific, prominently displayed, and specific positive and negative outcomes (Sabornie & Espelage, 2023). Any consequences for violating expectations must be clearly defined and communicated with students (Ahmad et al., 2022; Sabornie & Espelage, 2023).

When classroom procedures and rules are established and implemented, more time is available for learning content because less time is devoted to redirecting behavior (Ahmad et al., 2022; Aldrup et al., 2022). Classroom rules and procedures should include classroom organization to facilitate smooth and swift transitions between activities and various student grouping formations (Ahmad et al., 2022; Shank & Santiague, 2022). When possible, classroom procedures and rules should be established through collaboration with students, as students are more likely to adhere to rules they have helped to create and understand (Ahmad et al., 2022; Sabornie & Espelage, 2023; White & Vossler, 2023; Wilkins et al., 2023). Once established, procedures and rules should be clearly displayed—when rules are consistently visible and can be referred to, they can become embedded in the classroom culture (Sabornie & Espelage, 2023). Teachers should take frequent opportunities to reinforce expectations, as research suggests that students need to practice a skill frequently for it to become routine(Sabornie & Espelage, 2023). In these circumstances, students behave more appropriately and have the opportunity to perform better academically (Hirsch et al., 2019).

Classroom Management Professional Learning

In-school opportunities for improving classroom management can include observing other teachers, having an onsite mentor, and participating in role-play to manage different scenarios (Clark et al., 2023; Shank & Santiague, 2022). Reviewing a video recording of their lesson, alone or with a mentor, provides an opportunity for teachers to reflect on their current practice and how their students respond (Sabornie & Espelage, 2023).

Educators should be encouraged to reflect on and examine their own beliefs and biases to ensure that procedures and rules will have the desired outcomes for their students (Sabornie & Espelage, 2023). Without this reflection, teachers may inadvertently alienate some students by treating them differently, especially where students demonstrate more challenging behaviors (Sabornie & Espelage, 2023).

Teacher Practices

Time should be dedicated to establishing classroom procedures and rules during the first few days of a new school year (White & Vossler, 2023). Procedures should also be reviewed and re-established regularly, especially following a break in instruction (Sabornie & Espelage, 2023). Once rules are created and established, teachers must be consistent and fair in their approach and

enforcement of expectations (Ahmad et al., 2022; Sabornie & Espelage, 2023).

Educators should model guidelines in class through techniques like callbacks and prompts for healthy discourse, fostering an environment where students feel comfortable seeking clarification (Scott & Nakamura, 2022).

Research suggests that students who achieve greater academic success may receive more positive feedback, which perpetuates their success, leaving those who receive less positive feedback at greater risk (Aydin & Ok, 2022). Providing praise for correct and expected behavior rather than correcting poor behavior can increase student engagement (Ahmad et al., 2022; Sabornie & Espelage, 2023). Teachers should be aware that their body language and the tone of voice in which they deliver praise, reprimand, and instruction can also impact students' feelings towards school (Scott & Nakamura, 2022).

Conclusion

Research demonstrates that classroom management is most effective when all stakeholders, including students, parents, and all school staff, are functioning in an environment with consistent procedures and expectations, creating a cohesive climate across the school (Clark et al., 2023). Positive reinforcement of clear and consistent expectations ensures that students know they are successful, building confidence and increasing their engagement in learning (Aydin & Ok, 2022). Continued professional learning in classroom management can be accessed in a variety of ways to help teachers to feel more prepared and increase their confidence in the classroom (Shank & Santiague, 2022). In the long term, supporting classroom management can increase teacher retention and improve student engagement (Clark et al., 2023; Hirsch et al., 2019).

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