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Classroom Management

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 My philosophy of classroom management and the classroom in a whole can be illustrated through three statements. First, every student is entitled to a bad day. It is unrealistic and stressful to constantly be expected to be happy, and in an amazing mood. I want students to feel like they can be real in my classroom. When students come to my class, they should feel like they can be themselves in their current mood as long as it is not disruptive to other students learning. If a student is feeling sad, tired, or frustrated, it is important for me to know so we can adjust. Hopefully, this will help prevent large disruptions because a student is blowing off steam. I never want a student to feel like they have to put on a face to enter my classroom.

 Second, music should always be a celebration. In my classroom, music is about learning, having fun, and growing as an artist. This means that students are respectful to the music, the musicians, and the music in the classroom. It is important to recognize that everyone in the room is there to make beautiful music, and we must create an environment of organization and safety in which that is possible.

 Finally, teachers need to remember where they come from. Sometimes, it is easy to forget what brought us into our content area. We become class moderators and guides when we really should be experiencing our content with the students. For example, if I were to become an elementary teacher, that does not mean I need to give up my saxophone to lead the classroom. Instead, it would be inspirational and personal to share that with my students. This philosophy can stretch across any content area, and helps to build a connection with students over a mutual love of learning.