

CLASSROOM MANAGEMENT AS

DISCIPLINE AND DISCIPLESHIP

KELLY GARDNER



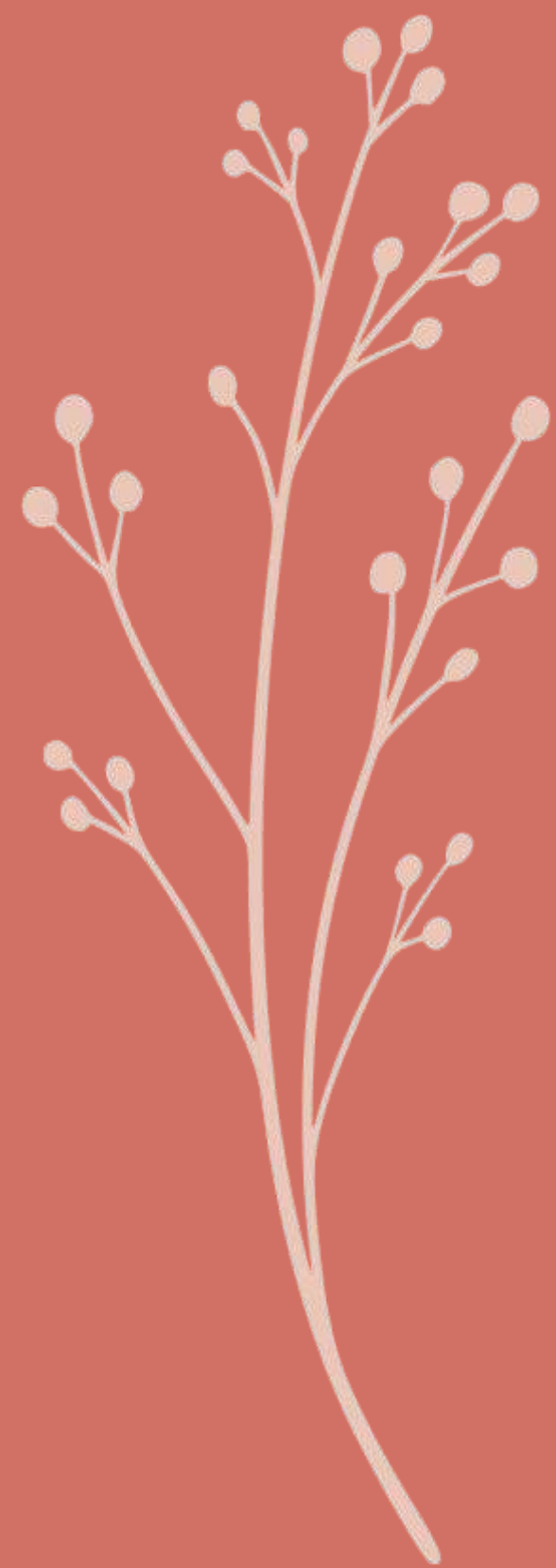
KELLY AS AN
ELEMENTARY
STUDENT



FRESH NEW TEACHER IN
MY FIRST CLASSROOM



MY STUDENT-DOUBLE IN THE
THIRD GRADE ASSEMBLY



discipulus

(Latin) student

Derivatives: disciple, discipline

ludus

(Latin) school, game

Derivatives: interlude, allude, ludicrous (playful)

The Discipleship RIDE

Relationship
Inspire
Doctrine
Expressed, Lived out



CLASSROOM MANAGEMENT AS DISCIPLESHIP

1. Teacher Presence

- Mutual Respect, Teacher/Student relationship
- Lead with love

2. Engaging lessons

- Students attend with interest
- Short attention span, full of wonder, like to move
- Sayers chart - age-appropriate, no lecture in grammar school



LOST TOOLS OF LEARNING CHART

Beginning Grammar (Pre-Polly)	Grammar (Poll-Parrot)	Logic (Pert)	Rhetoric (Poetic)
Grades K-2	Grades 3-5	Grades 6-8	Grades 9-12
STUDENT CHARACTERISTICS			
<ol style="list-style-type: none"> 1. Obviously excited about learning 2. Enjoys games, stories, projects 3. Short attention span 4. Wants to touch, taste, feel smell, see 5. Imaginative, creative 6. Likes to copy, imitate 	<ol style="list-style-type: none"> 1. Excited about new, interesting facts 2. Likes to explain, figure out, talk 3. Wants to relate own experiences to topics, tell a story 4. Likes collections, organizing 5. Likes chants, clever repetitious word sounds 6. Easily memorizes 7. Can assimilate other languages well 	<ol style="list-style-type: none"> 1. Still excitable, but needs challenges 2. Judges, critiques, debates, critical 3. Likes to organize 4. Shows off knowledge 5. Wants to know "behind the scenes" 6. Curious about Why? 7. Thinks, acts as though more knowledgeable than adults 	<ol style="list-style-type: none"> 1. Concerned with present events, especially in own life 2. Interested in justice, fairness 3. Moving toward special interests, topics 4. Responsibility, independent work 5. Can do synthesis 6. Desires to express feelings, own ideas 7. Generally idealistic
TEACHING METHODS			
<ol style="list-style-type: none"> 1. Guide discovering 2. Explore, find things 3. Use lots of tactile items to illustrate point 4. Sing, play games, chant, recite, color, draw, paint, build 5. Use body movements 6. Short, creative projects 7. Show and Tell, drama, hear/read/tell stories 8. Field trips 	<ol style="list-style-type: none"> 1. Sing, chant, and sound-off factual information 2. Use Q/A (catechism) 3. Teach through imitation 4. Field trips, drama 5. Make collections, displays, models 6. Integrate subjects 7. Categorize, classify 8. Drills and games 9. Presentations 	<ol style="list-style-type: none"> 1. Timelines, charts, maps, visuals 2. Debates, persuasive reports 3. Drama, reenactments, roleplaying 4. Evaluate, critique (with guidelines) 5. Formal logic 6. Research projects 7. Oral/written presentations 8. Guest speakers, trips 9. Collaborative work, group discussion 	<ol style="list-style-type: none"> 1. Drama, oral presentations 2. Guide research in major areas with goal of synthesis of ideas 3. Many papers, speeches, debates 4. Give responsibilities, e.g. working with younger students, organize activities 5. In-depth field trips, even overnight 6. Worldview discussion/ written papers

CLASSROOM MANAGEMENT AS DISCIPLESHIP

3. Setting and Training Expectations

- Set clear expectations, hold students to the standard
- Specific Training
- No perfect students, sin/sinners, forgiveness, restoration
- Pursuing students, building character

4. Consequences

- Consistent reinforcement
- What happened? What needs to be different? How to make it right?
- IDEAL response

CLASSROOM MANAGEMENT AS DISCIPLESHIP

5. Specific Situations, How do you handle?

- Talking
- Sloppy, poor, late work
- Cheating
- Carpool
- Clip Chart
- What/when does a behavior send a student out of the classroom?
- Parent Communication



My son, do not despise the Lord's
discipline or be weary of his reproof, for
the Lord reproofs him whom he loves, as
a father the son in whom he delights.
Proverbs 3:11-12



Fritz von Uhde - Let the Children Come to Me

TEACHER EVALUATION

- Shepherds own heart in preparation for shepherding the heart of a child (Comes to work spiritually, mentally prepared)
- Uses the IDEAL response to correct inappropriate behavior
- Sets and trains clear expectations for students
- Consistently enforces class rules
- Consistently applies The Keys to Success, encouraging students to be respectful, responsible, and thoughtful
- Navigates conversations rationally with self-differentiation
- Maintains a clean, attractive, well-ordered classroom





For the moment all discipline seems painful rather than pleasant, but later it yields the peaceful fruit of righteousness to those who have been trained by it. Hebrews 12:11

Carl Bloch - Woman at the Well

QUESTIONS?

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