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Philosophy of Classroom Management

After calculating my classroom management profile using the 12 questions, I learned that I scored highest for the authoritative and democratic styles. After reading the descriptions, I noticed that these styles reflect my personal preferences as a student in the classroom and as an individual in life. I enjoy my independence but also enjoy structure, especially when the person of authority explains their reasoning behind rules. I also enjoy being in a positive, supportive environment both while learning and in general.

Although I have never taught in a normal classroom setting, I have lots of experience working with children: I teach Sunday school for my church's classroom with special needs, I have had two clients at the Miller Speech and Hearing Clinic, was a habilitation worker in high school, and have many years of babysitting and nanny experience. In these settings I have always seen myself as authoritative yet caring. Above all else, I value the children's well-being and overall health. As someone who suffers from anxiety and severe panic attacks, I have found myself feeling extremely uncomfortable in strict, heavily authoritarian classroom settings. While I believe that rules are beneficial and often necessary, I believe that vigorous discipline can be detrimental to a child's learning and overall development. On the opposite end of the spectrum, I have also seen the negative effects of a laissez-faire style of teaching. I believe that for children to succeed in the classroom, teachers need to set high goals and expectations for their students. I understand that some teachers lean towards this style to be liked, but their students will never succeed unless they provide reasonable structure and goals.

I believe that I scored highest for the authoritative style since I value structure, goal setting, and classroom respect while also valuing mutual understanding for one another,

compassion, and honesty. I want my students to be successful and achieve their goals while feeling comfortable and accepted in my classroom.