Fourth Canadian Edition

PRINCIPLES OF CLASSROOM MANAGEMENT

A PROFESSIONAL DECISION-MAKING MODEL

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The central theme of the fourth Canadian edition of *Principles of Classroom Management* remains consistent with the first, second and third Canadian editions. We believe that teachers and students share responsibility for classroom behaviour, that teachers may have to modify their teaching style if they expect student behaviour to change, and that students in constructive relationships with adults are more likely to engage in positive social behaviour and to be successful academically.

In continuing to adapt the text for the Canadian educator, we acknowledge that Canadian society, culture, and education are distinct from those of our U.S. neighbours in several important ways. Our historical underpinnings, immigration policies, small population in a vast geographical expanse, as well as our provincially controlled educational systems make us distinct from our friends south of the border. In the officially bilingual (French and English) Canadian culture, there exists a deep tradition of tolerance in which diversity and multilingualism are valued. Canadians and Americans also differ in their views about security, nationalism, and relationships with other nations.

In order to reflect these Canadian differences, in this edition we continued to make structural changes and updates to the text by adding more recent Canadian references to reflect current research, recent responses to change, and best practices across the country. For instance, we added a new chapter about bullying, which has become a national focus for Canadian educators. We continue to emphasize differentiation of instruction as well as Marzano’s work on assessment and feedback. Good and Brophy's body of work addressing the need to communicate high expectations to learners continues to be featured in this edition.

We have also reviewed the case studies and maintained those that contain perspectives from various points of view. The metaphor of the kaleidoscope refers to this type of case study because, in a kaleidoscope, as the lens is rotated, the same pieces realign in new ways to form a new image. In several of our cases, the case is described through the eyes of all of the participants who are engaged in the scenario, thereby providing the reader with a variety of perspectives that may offer broader insights into complex classroom issues.

We revisited our cases to ensure that they are typically Canadian in nature. Our kaleidoscope cases also reflect real issues in Canadian schools and show multiple viewpoints of a given situation. In order to make comprehension easier for the reader, the key ideas in each chapter have been emphasized in a number of ways. We placed pre-reading questions related to content at the beginning of each chapter. Key terms have also been highlighted throughout the text and defined at the conclusion of each chapter. Weblinks were updated, and questions for discussion were placed immediately after each classroom case study throughout the text.

Educators indicated that it would be helpful for teachers to acquire a list of strategies that have proven effective when dealing with various disruptive classroom behaviours. Therefore, we have developed and maintained a memorable model of sequential strategies for managing inappropriate classroom behaviours. To this model, we have aptly applied and further highlighted the following acronym: **CALM (consider, act, lessen, manage)**. This model provides a series of steps (Levels I through IV) that
Preface

should serve to help teachers make logical decisions and avoid responding to problem classroom behaviours entirely from an emotional point of view. We have presented this model to several groups of beginning teachers and they have told us they find it credible and helpful.

As we considered the principles central to the text, we realized the critical nature of the language we chose. Rather than label students as “discipline problems” or “disruptive students,” it was more consistent with our beliefs to separate the student from his or her problematic behaviour; therefore, we identified the situation, rather than the student, as being problematic. As a result, the onus was placed on teachers to modify either their behaviour or the situation that impinged on a student who exhibited disruptive behaviour. This is a subtle but critical difference that implies that teachers need to avoid negative personal labels and strive to maintain and build positive relationships with students who cause classroom disruptions. Another example of the evolving use of language in the teaching profession is found in Chapter 5 “Philosophical Approaches to Classroom Management.” While we like the relevance of French and Raven’s work from 1960 as they describe the four different types of power a teacher can employ, we reject the word “power.” We believe that power is more aligned with control, whereas the word “authority” is more appropriate for today’s classrooms as it includes respect. As a result, we chose to reconstruct the four types of “power” to four types of “authority” employed by teachers.

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SUPPLEMENTS

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