There are a few key concepts that anchor my philosophy towards classroom management. While there are many different areas of concern in classroom management, I think it is important to prioritize which core values are the most important to the teacher and what the class is aiming to accomplish. In my case, this means that my major concerns for management are determined by the unique challenges that a music classroom will face.

 The first major area I want my classroom to excel in is communication between teacher and student. I know that as a band or choir director I will need to be as approachable as possible while maintaining control over the direction of our learning as a class. It is imperative that students have a say in this direction. I have been in classrooms that exemplify this environment, and in some that do not execute this idea well. There can’t be a disconnect between students and teacher in a music setting. I am excited to learn what the best way to implement this system will be in my initial teaching experiences.

 My next most important implementation into classroom management is the facilitation of routines and automatic procedures. In every successful music classroom I’ve entered, there are automatic expectations for students when they enter the classroom that need not be re-stated at that start of class. Students know what they are to do when they come in each day because of a system of procedures that has been established through repetition. I’d like to model my routines after the philosophies of Harry Wong and Marvin Marshall. Marshall emphasizes the importance of using procedures to prevent over disciplining students. If students know what is expected of them, there is less room for misunderstanding. Wong, who we did not cover in class, proposes a system of teaching and rehearsing a procedure on the first day of class. I believe this system will be very applicable in a music classroom.

 Some of my primary concerns stem from how I will manage student behavior. From researching Marvin Marshall, I know how crucial the question of how vs. when to issue discipline is. I know that this is a concept that will come naturally through repetition and experience over time. I look forward to establishing my primary focuses initially, and allowing my teaching experiences to guide my growth as an educator