

UNIT 4: Classroom Management



Unit Objectives

At the end of the unit, the students must have:

1. Written a classroom plan, identified its components and explained its importance in class.
2. Participated in the establishment of a classroom routines and procedures in a classroom and in remote learning.
3. Listed down some possible topics for action research on classrooms routines and procedures
4. Used reflections and learning to improve practice in classroom management

Topics

1. Creating a Classroom Plan for Face to Face, Remote and Blended Learning

2. Establishing Classroom Routines and Procedures in Different Modality

3. Tips and Techniques in Solving Classroom Management Problems

4. Netiquette



Please read the **Learning Essentials** on the book of Lucas, et al, FS 2 on

Pages 58-73.



Name: Jhanna Kaye Tornalejo Date: _____

Directions: To ensure that I can carry out/perform my tasks efficiently and effectively in participating and assisting my RT/mentor in establishing routines and procedures in the classroom or in remote learning. I must be guided by the following questions:

1. How will I gain student attention on classroom/remote learning?
2. What are the routines and procedures that I need to establish before, during and after my classes whether on f2f or remote learning?
3. What verbal/nonverbal communication will I use to signal that students need/help/attention in the classroom/remote learning?
4. How must students get/secure the needed work materials and books and

others in the classroom/remote learning?

5. How will student transition to group work and other cooperative activities in the classroom/remote learning?
6. What procedures must be followed by students who need to attend to personal necessities in the classroom/online classes?
7. What rules must be set for students who finish task/early and for those who cannot complete work on time?
8. What procedures must be observed for tardiness/early dismissals?
9. What procedures must be done when submitting homework/performance tasks in the classrooms/remote learning?
10. What procedures must be employed in movements into and out of the classroom/remote learning?

With these questions in mind, consult with your RT on the possible assistance or participation that you can do to help him/her in doing the classroom routines. Complete the matrix for the routines before during and after classes in the classroom/remote learning to ensure order and discipline in your classes.

Before	During	After
Fall in line outside when going to CR to pee. Arms should be on the elbows.	Using finger gestures if you need to pee or drink a water.	Bring the books.
Checking of attendance.	Ice breaker before recess time.	Falling in line before they go home.

Prayer	Get their pencil and paper on their learning kits.	Putting their books under their chair and checking if they have some trash and they picked it up.
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After doing your classroom routines and formulating your procedures, state what you have noticed by answering the questions below:

NOTICE

1. How do you feel after employing your classroom routines and establishing your procedures in the classroom. Remote learning?

I feel more organized while establishing these routines. It allows me to focus more on the class rather than constantly managing chaos. I feel a sense of accomplishment seeing the children transition smoothly from one activity to another without constant verbal reminders. We haven't tried the remote learning so far.

2. How did your students respond to your routines and procedures?

The learners responded with increasing independence. Initially, they required frequent prompting, but as the routines became "habitual," I noticed they began to self-regulate. For example, during the "After" routine (fall in line during dismissal), they started doing it automatically. They seem calmer and more confident because they know exactly what is expected of them at each stage of the day.

3. What was the feedback of your RT on your classroom routines and procedures?

My RT noted that the routines were developmentally appropriate for early learners. They specifically appreciated the use of non-verbal cues , as this keeps the noise level down and prevents interrupting the flow of a lesson. The RT also suggested that I continue to use positive reinforcement to solidify these routines until they become second nature to every child.

4. Was there a change in the classroom environment/teaching-learning process after you have implemented your classroom routines and procedures?

Yes, significantly. The classroom environment shifted from being "teacher-directed" to being more "learner-centered.

Name: Jhanna Kaye Tornalejo **Date:** _____

Directions: You may request from your RT a copy of Classroom/learning management Plan, or you may surf the internet for more samples/exemplars to guide you in creating your plan.

Follow these reminders for writing your plan:

- ✓ State your plan positively
- ✓ Use simple specific terms
- ✓ Use measurable and observable behaviors
- ✓ Convey expected behaviors

My CLASSROOM MANAGEMENT PLAN

Philosophical Statement

I believe that every child is a unique individual who needs a secure, caring, and stimulating atmosphere in which to grow and mature emotionally, intellectually, physically, and socially. My philosophy is rooted in positive guidance and play-based learning, where the teacher acts as a facilitator who respects the child's autonomy while providing the necessary structure for safety and success.

Classroom Rules and Procedures

- Before the class starts, they need to pee first
- Using cues during class hours so that they will not interrupt the class
- If they are done with their activity they do number 4 (resting their head on their arms desk)
- Ice breaker (dancing or playing interactive games to energize them)
- After recess time, they should check under their chair to see if there's any trash
- They need to wash their hands before and after lunch time
- Nap time
- During dismissal period they should fall in line on the door

Teacher-Student Relationship

- Greets the learners everyday
- Active listening to the learners so that they can feel that their feelings are valued
- Roaming around the classroom to check the learners

Schedules and Timeframes

- A pictorial timeline schedule at eye level of the learners so that they will know what will "comes next" (ex. meeting up, warming up, opening up, cheering up and etc.)
- Consistent transitions before to jump in another activity
- Alternating between high-energy activities and quiet activities to

prevent overstimulation

Classroom Structure, Design and Arrangements

- Learning Centers (like play areas)
- Accessibility of materials
- Safe "Quiet Space" (for their nap time)

Classroom Safety Rules and Procedures

- Assigning roles to ensure the group stays together during movements outside the classroom
- Teaching the learners to keep their distance near the teacher.
- Practicing "Quiet as a Mouse" drills for fire or earthquake safety so the procedures become a calm habit rather than a source of fear.

Strategies for Rewards and Consequences

- Natural consequences like they clean up their own mess to teach them on how to be responsible
- Reflective Discussion with the learners one-on-one to discuss their feelings and how to make a better choice next time.



1. What factors/conditions prompted you to establish those classroom routines and procedures?

The primary factor was the need to minimize transition chaos and maximize instructional time. In an ECE setting, children often become restless during "dead time"—the gaps between activities. I noticed that without clear procedures for

going to the CR or getting materials, learners would wander or become noisy.
Additionally, the need for a safe and predictable environment prompted these
routines; children at this age thrive when they know exactly what to do with their
bodies and how to communicate needs without interrupting the flow of the
lesson.

2. Was there a marked improvement in classroom management after employing your classroom?

Yes, there was a significant improvement. Before the routines were established,
transitions like falling in line or preparing for recess were unorganized. After
implementation, the classroom felt more disciplined yet nurturing. The "finger
gestures" routine, in particular, dramatically reduced the number of verbal
interruptions during quiet work or storytelling, allowing me to manage individual
needs without stopping the entire class.

3. Did the teaching-learning process improve? Justify your answer.

Yes the process improved. By reducing the time spent on tasks like checking
attendance or organizing lines, I was able to dedicate more minutes to active
engagement and icebreaker that prepared the learners minds for learning.

4. What elements in your classroom/remote learning management plan were mostly followed/compiled with?

The non-verbal communication cues (finger gestures for water or CR) and the
physical "Falling in line" procedures were the most consistently followed. Young
children often enjoy the nature of physical routines, such as putting their "arms
on the elbows" or getting the paper of their other classmates. These tangible,
physical actions are easier for ECE learners to remember and comply with
compared to abstract rules.

5.What elements in your plan were the most difficult to implement? Why?

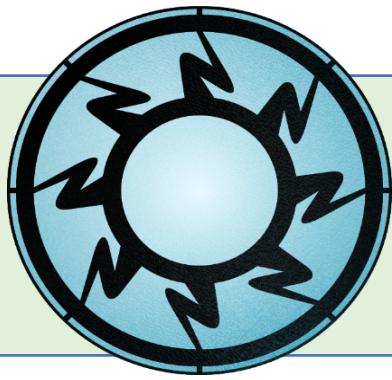
The "After" routines, specifically "checking if they have some trash and picking it up," were the most difficult to implement consistently. At this developmental stage, children are often eager to move on to the next exciting thing (like going home or going to play) and may overlook the responsibility of cleaning their immediate area. It requires constant "positive prompting" and teacher modeling before it becomes an autonomous habit. Additionally, ensuring everyone "fell in line" perfectly before going home was challenging because of the high levels of excitement at the end of the day.



What were your realization after creating and implementing your classroom /remote learning management plan?

My biggest realization was that routines are not about control; they are about comfort. For young learners, knowing that they must "fall in line" or use specific "finger gestures" for needs like peeing or drinking water provides a predictable framework. I realized that when children know what to expect, their anxiety levels drop, and their willingness to engage in learning increases. I realized that words are often the least effective way to manage a noisy room. Implementing "finger gestures" and physical cues like "arms on elbows" taught me that visual and kinesthetic signals are much more powerful for ECE students than verbal

instructions. This keeps the classroom atmosphere calm and prevents the teacher's voice from becoming "background noise." The "Before" routines, such as "checking of attendance" and "falling in line outside," taught me that a lesson starts long before the first book is opened. If the entry into the classroom is disorganized, the rest of the period usually follows suit. I realized that managing the "physicality" of the students—how they move and where they stand—is just as important as the lesson content itself. Implementing procedures like "bringing the books" or "checking if they have some trash" made me realize that classroom management is a tool for teaching responsibility. Even though these were the most difficult to implement, I realized that these moments are where children learn citizenship and care for their environment. I realized that while the medium changes, the human need for connection remains the same. In a remote setting, routines like "ice breakers before recess" or "prayer" serve as vital "anchor points" that help children feel like they belong to a community, even when they are physically apart.



WARP (Write Action Research Prompts)

1. Observe.

The problems/challenges I encountered in writing my classroom Management plan

One of the main challenges was following the instruction to "state your plan positively" while still maintaining clear boundaries. It can be difficult to rephrase

"Don't run" into "Use walking feet" without losing the urgency of the safety rule.
In Early Childhood Education, terms must be "simple and specific". A significant challenge is avoiding academic jargon and instead using language that a four or five-year-old can immediately understand and follow. Writing a plan that uses "measurable and observable behaviors" is a complex task. For example, instead of writing "Be good," you had to identify specific actions like "keeping hands on elbows" or "putting books under the chair" so that compliance can actually be seen and tracked. A major hurdle was detailing the "Before, During, and After" stages for every routine. It requires a high level of foresight to predict exactly what behaviors are expected during a transition, such as using "finger gestures" during the middle of a lesson or "falling in line" at the end of the day. Trying to align a "Philosophical Statement" with actual classroom design and rewards was a challenge. It requires deep reflection to ensure that your belief in "positive guidance" is actually reflected in the "Strategies for Rewards and Consequences" you chose to write down.

2. Reflect.

I hope to achieve to address these problems and challenges by

- Shift to Positive Phrasing Through "Action Modeling"
- Utilizing Visual Aids for "Measurable Behaviors"
- Implement "Micro-Transitions"
- Continuous Feedback Loop with the Resource Teacher
- Intentional Self-reflection Journals

3. Plan.

Some strategies/ solutions/means that I can employ to improve these situations/problems

- Refinement of Communication
- Strengthening Transition Stability
- Enhancing Implementation Success
- Environment and Character Building

4. Act.

Based on my answers above, the possible title of my action research on this episode is

"The Effectiveness of Non-Verbal Gestures in Reducing Instructional Interruptions among Kindergarten Learners"



These must be included in the portfolio:

- ✓ Paste your Classroom/remote Management plan