Chapter XI

Classroom Management, Facilities Design and Safety

Introduction

Classroom and facilities management require more than a series of techniques. Management and safety require a philosophy. Veteran teachers who "make it look easy" have not perfected the techniques of management inasmuch as they have integrated certain techniques into a system and philosophy of C&I, assessment, discipline, facilities design, and safety. We can think of our combination of techniques and philosophies as flexible superstructure that complements our somewhat inflexible infrastructure of architectural units, devices, software, tools, and machines. The greatest amount of anxiety for new teachers tends to be over classroom management, and specifically the way that individual students are disciplined for incivilities. Rather than confronting incivilities, effective management and safety depends on *preventive* infrastructure and systems that are in place. This point cannot be stressed enough. Students will test new and veteran teachers alike. Veteran teachers may have the benefit of experience in dealing with incivilities such as bullying, but they rely on their infrastructure and systems of prevention rather than their reactive techniques. They know how to deal with individual incivilities but prefer preventive measures by setting a tone for acceptable classroom behavior. We will explore a range of techniques, including humor, for dealing with classroom behavior.

This chapter focuses on specialized classroom management techniques in technology environments, and specifically in technology laboratories (CAD, communications, electronics, information technology), studios (new media, radio, and television production), and workshops (manufacturing, production, transportation, etc.). The theme of the chapter is *prevention* and *discipline with dignity*, and a large range of classroom management issues that are specific to technology environments are addressed. Applications of theory to the micro-issues (routines, procedures) and macro-issues (philosophies, systems) of management are explained. Special needs and abilities are situated in the larger context of discipline with dignity and macro-management. We will also address the role of architectural aesthetics, ergonomics, form, and utility in the management of instruction and safety. A brief history of facilities design is provided and analyzed—from traditional workshops to modular labs to information technology labs, digital studios and learning plazas. In this new era of technology studies, the nature of facilities has changed. The main intention of this chapter is to provide support and assistance to develop a framework for professional preparation in classroom management, facilities design, and safety.

Components of Professional Practice

Most researchers identify classroom management as one of the most important components of professional practice and teachers' responsibility. The routines, rules and procedures that are put in place, the environment that the teacher designs, the

Table 1. Components of classroom management (Adapted from Danielson, 1996)

Creating an environment of respect and rapport
- Teacher interaction with students.
- Student interaction.
- Establishing a culture for learning.
- Importance of the content.
- Student pride in work.
- Expectations for learning and achievement.

Managing classroom procedures
- Management of instructional groups. Management of transitions.
- Management of materials and supplies.
- Performance of noninstructional duties.
- Supervision of volunteers and paraprofessionals.

Managing student behavior Expectations
- Monitoring student behavior.
- Checking incivilities.

Organizing physical space
- Safety, cleanliness, and arrangement of facilities.
- Accessibility to learning and use of physical resources.

Maintaining accurate records
- Assessment.
- Completion of assignments.
- Student progress in learning.
- Safety records.
- Noninstructional records.

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