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Abstract

Teachers at all levels of experience and education find that classroom management is one of the most difficult aspects of the job. This seems especially true for teachers in the secondary classroom where the student's physical and psychological development seems to be mismatched, and where an attitude of student disillusionment prevails. Since all educators manage their classrooms with some sort of belief system motivating their actions and decisions, it is important for the Christian classroom teacher to closely examine the belief systems which influence current classroom management theories to determine if these belief systems are congruent with a Biblical view of the child and of the role of teacher. This thesis examines prominent belief systems and weighs them against a Christian worldview. Several ideas are proposed for the Christian educator to use in successfully managing a secondary classroom.

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A Christian Approach to Secondary Classroom Management

by

Alysia A. Haveman

B.A. Dordt College, 2001

Thesis
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A Christian Approach to Secondary Classroom Management

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Abstract

Teachers at all levels of experience and education find that classroom management is one of the most difficult aspects of the job. This seems especially true for teachers in the secondary classroom where the student's physical and psychological development seems to be mismatched, and where an attitude of student disillusionment prevails. Since all educators manage their classrooms with some sort of belief system motivating their actions and decisions, it is important for the Christian classroom teacher to closely examine the belief systems which influence current classroom management theories to determine if these belief systems are congruent with a Biblical view of the child and of the role of teacher. This thesis examines prominent belief systems and weighs them against a Christian worldview. Several ideas are proposed for the Christian educator to use in successfully managing a secondary classroom.

To every teacher, young or old, new or experienced, the excitement of walking into a school building on the first day of school is one that is met with delight. There are new students to meet and new lessons to learn; the class lists are organized, and the first day's lesson is meticulously planned. And then it happens: ten minutes into the first class period, paper airplanes are flying, several bottles of nail polish are out, and the chatter abounds with not one word of it related to anything on the docket for the day's lesson! The distraught teacher grabs the class list, raises her voice, and shouts for the two young men to stop wrestling, and for the young lady to put her cell phone away -- texting is absolutely not allowed in Room 101! And then this poor teacher realizes the worst: no one will listen. Eyes roll, noses point upward, and the chatter only gets louder. It's as if the teacher is invisible; it's as if the excitement of new beginnings and the well-planned lesson have been extinguished, and she has made one huge mistake: leading a classroom is not something she is, or ever will be, good at and she is left to hang her head in shame.

This nightmare seems universal among educators, myself included, and every summer as the new school year approaches, I am sure to wake up in a sweat with visions of chaos in my head. Not being able to create a meaningful learning environment for the dozens of students entrusted to my care each day is, after all, my biggest fear as a teacher. I know that engaging in effective classroom management is a crucial task; no real learning can occur unless a classroom is managed correctly, and that job lies with me. Accomplishing successful classroom management is the central concern of pre-service and beginning teachers (Adler, 1996; Armstrong and Savage, 1990; Grady, 1996; Gibbons & Jones 1994; Greenlee & Ogletree, 1993; Ransifer, 1992; Thomas & Kiley, 1994; as cited in Orr, Thompson & Thompson, 1999). Further, research suggests that the reason so many educators leave the profession they once thought

would be so fulfilling may well lie in the issue of classroom management; the attrition rate for trained teachers is higher than that of any other professional occupation (Ridnouer, 2006). And it's not only teachers that recognize the importance of their classroom management protocol. In fact, research analyzing over 100,000 students across the nation, has indicated that the most important factors affecting student learning are the teacher and the way he or she runs a classroom (Wright et al. as cited in Marzano, Pickering & Pollock, 2001).

Expert opinions about the issue of classroom management abound with psychologists, educational researchers, and past and present teachers attempting to solve the educator's classroom management woes. However, these experts don't always agree on what the best solutions may be. Some believe strong assertive discipline is the answer, others argue incentive plans bring successful management into a classroom, and still others believe the only way to achieve this goal is through an atmosphere of constant encouragement and support.

Regardless of grade level, all middle and secondary teachers face unique challenges with classroom management. Perhaps the secondary teacher faces the concern of how to successfully manage a classroom with greater apprehension due to the additional challenge of guiding students whose physical presence many times is quite adult-like, but whose developmental capacity is not.

In attempting to answer the question of how to manage a classroom successfully, it must be recognized that all teachers approach the issue through some sort of belief system. This belief system serves as a guide for teachers when reflecting on their view of the students they teach and their role as classroom leaders, and this belief system, in turn, guides their interactions

throughout the school day. The Christian teacher, then, views students through the lens of a distinctly Christian scope, a perspective in which students are seen as image bearers of God.

Problem Statement

In order to successfully manage their classrooms in a way that is also distinctively Christian, Christian secondary teachers need to be able to define their beliefs regarding management. To begin this process, they should define guiding principles that are essential for effective Christian secondary classroom management, and they must examine some relevant classroom management strategies, discovering how they can most effectively incorporate the guiding principles.

Research Questions

The goal of this research, then, is to seek to answer the following questions:

1) What guiding principles are essential for effective Christian secondary classroom management?

2) What classroom management strategies most effectively incorporate those guiding principles?

Definition of Terms

The following terms will prove helpful when reading the following research. They are provided by the researcher unless otherwise cited.

Adolescents: This term commonly refers to children between the ages of 13 and 19, but this thesis focuses mainly on children of high school age, usually from years 15-18.

Creation, Fall, Redemption Framework: This framework, also known as a Reformed worldview, is founded on the belief that God created the whole universe and its beings good and with a purpose. However, every piece of that good creation was declared fallen into sin after the first created beings, Adam and Eve, chose to disobey God. However, God promised redemption, or a restoration back to a perfect creation culminating ultimately with the coming of Christ back to this earth, giving every believer hope. This worldview will affect how Christians view themselves and the work they have been set apart and called to do. This worldview is evidenced by a redemptive or restorative focus as a goal and responsibility aimed at by Reformed Christians in their approach to addressing sin in the world.

Pre-service Teacher: This term refers to unlicensed teachers who are still in training stages and desire to have educational licensure.

Secondary Teacher/Educator: This term commonly refers to teachers of students in grades 6-12; however, for this research the researcher has chosen to focus on grades 9-12.

Totally Depraved: This term, based in the reformed tradition, is the belief that all men are fallen sinners and "every action of the sinner is at least partially skewed, no matter how well intentioned" (McKim, 1992, p 351)**.**

Literature Review

The issue of managing a classroom successfully is a central concern for teachers. Psychiatrist and educational author R. Dreikurs (1982) stated so approximately 30 years ago noting that "Discipline is without question the most essential and the most difficult aspect of education, for without discipline there can be no effective teaching" (p. 80). Teachers walk into their classrooms eager to lead students into greater knowledge of the world around them only to have their altruistic aspirations deflated when student misbehavior occurs. Teachers realize that disruptions must be dealt with correctly if true learning is to result.

Each teacher must address classroom management concerns in light of the unique developmental characteristics of his or her students. For example, the secondary teacher must use strategies that engage students who physically appear adult-like but who do not yet share the cognitive ability adults possess. Often secondary students are disillusioned by an educational system where they believe they cannot succeed, and where the classroom walls feel more like a prison than a place to develop and thrive. Adolescence also brings about a developmental crossroads where teens seek independence, yet long for the stability of structure and discipline (Eggen & Kauchak, 2001). With this age also comes a strong egocentricism that leads adolescents to heightened self-consciousness, a desire for uniqueness, and many times can contribute to reckless behavior (Santrock, 2001).

Not only is it important to recognize that classroom management decisions are influenced by unique developmental issues, but also by each teacher's unique belief system. Literature abounds with experts advocating their beliefs about how teachers can provide successful classroom management. Many educational experts believe a classroom based on consistent

rewards and punishments holds the answers, others believe concentrating on student's needs is the way to true learning, and still others believe a successful classroom is completely democratic in its approach. All these experts advocate particular responses based on their own belief systems about the roles of teachers and students in a productive classroom. Christian teachers concerned about classroom management, then, must evaluate these experts and their suggestions against Biblical beliefs and guiding principles before adopting their strategies for use in their own classrooms.

Several classroom management experts are driven by a belief system that is behavioristic. Behaviorism took root in the early 1900s with scientists such as John B. Watson and Ivan Pavlov whose experiments were concerned with how organisms learn certain behaviors (Kohn, 1993). Whether it was rats or dogs, these scientists explained how behaviors can be learned by implementing certain stimuli. Though the philosophical viewpoint has come a long way since simply trying to get dogs to salivate, behaviorism has proven to be a popular context in which to address classroom management problems in school systems both past and present.

Most notably the first behaviorist to focus some of his work on classroom education was B.F. Skinner (1904-1990). Skinner expanded on his earlier colleagues' thinking by declaring that behavior is driven by much more than just an immediate environmental stimulus, which critics argued represented people as animals or machines. Instead, he insisted that behaviorism does take into account consciousness and feelings and accounts for all cognitive processes. He established the idea of behavior modification which encourages teachers to recognize that voluntary behavior is shaped through reinforcement and punishment. Skinner held firm that all behavior is done "in order that something will happen" (Skinner, 1974). He argued that if teachers want to change student behavior, they must change the controlling environment in

which they are interacting (Skinner, 1974). Skinner held that reinforcement in the classroom is crucial if learning is to occur. When students are positively reinforced for desired behavior, he believed, learning of appropriate behavior can be the only result (Charles, 2005).

Skinner's work developed more concretely the guiding principles to which teachers who adhere to a behavioristic belief system base their classroom management strategies. A behaviorist classroom displays the following principles: 1) Learning is characterized by observable changes in behavior; and 2) reinforcement and punishment increase or decrease behavior.

One modern expert, L. Canter, addressed classroom management from a behavioristic viewpoint using an approach called Assertive Discipline. Canter (2010) maintained that all students can be taught to behave correctly, and that teachers should expect 100 percent compliance from their students 100 percent of the time. Canter (2010) argued that for every direction a teacher gives, he or she should have a consequence in mind that will be imposed should the student choose not to comply. In this way, students learn that immediate discipline will occur should someone engage in disruptive behavior. It is this negative reinforcement that will result in the student learning to choose correct behavior (Cantor, 2010). Canter (2010) also focused much of his research on what he has called "positive support strategies" and "corrective actions" (pp. 27, 33). The former will encourage and teach appropriate behavior, and the latter which will correct student misbehavior. Positive support strategies include verbal recognition, notes and phone calls to parents commenting on their child's positive behavior, individual awards such as "good behavior certificates," and special privileges such as fewer homework problems or being allowed to sit by a friend if good behavior has occurred. Canter (2010) also endorsed using peer pressure as a tool to reach observable change in misbehavior. Strategies that

demonstrate this include "point systems" where students work toward earning a class reward that is received when a certain number of community points are recorded by the teacher for positive class behavior (p. 29).

Canter is not alone in his belief that positive support lends itself to good behavior and learning; much educational research agrees. A meta-analysis conducted in 1998 of nine different strategies that affect student achievement found that reinforcing effort and providing recognition were among the top three strategies for positive average effect size on student learning, again showing the behavioristic principle that as long as positive behavior is being observed in the current time, classroom management strategies are proving successful (Marzano, Pickering, & Pollock, 2001).

However, behavioristic classrooms not only focus on observable changes in behavior, but also impress upon teachers the need for negative reinforcement or punishment in order to attain the goal of successful classroom management. Canter referred to these as "corrective actions." When students chose to misbehave, Canter taught that it is essential for the educator to have in mind a planned management system which is organized into a hierarchy and taught effectively and immediately to all students when the school year starts. A sample management plan for a high school classroom would include a first infraction resulting in a warning, a second resulting in a "student response sheet" where the offender reflects on why he or she is choosing certain behaviors, a detention for a third infraction, and an office referral for any further misbehavior. Sticking to this plan consistently and matter-of-factly, Canter (2010) argued, is the key to getting students to behave appropriately throughout the school year. Behaviorism's guiding principle is clearly noted here declaring that punishment, which the teacher uses to control the classroom conditions, will indeed decrease unwanted behavior.

B. Churchward, another modern expert on classroom management, also displays behavioristic underpinnings. A former teacher and current educational consultant, Churchward has endorsed what he calls the Honor Level System. This system, which can be used at every level of education, is based on four "honor levels" of behavior which students are evaluated on and assigned each 14 calendar days. Students are tracked by a school-wide computerized system (Charles, 2005). Churchward noted that Stage 1, the lowest honor level, consists of students that are recalcitrant in their behavior, refusing to follow rules; Stage 2 consists of students that behave or misbehave only because of "what's in it for them," and consists of students that have misbehaved 3 or more times within the 14 calendar day period; Stage 3 includes students that behave only to please teachers and who misbehave 1 or 2 times within the 14 calendar day period; and the most desired stage, Honor Level 4, consists of students that behave because they understand it is the "right thing to do" (Churchward, 2001).When students see a specific goal, that of being recognized for reaching Honor Level 4, they will chose to behave. This system clearly is congruent with behaviorism's focus on reinforcement leading to observable behavior change.

Churchward also promoted the use of tangible rewards such as certificates and special privileges as incentives for students to rise in Honor Levels, and negative consequences which are clearly defined at the beginning of the year to discourage inappropriate behavior. Churchward echoed fellow behaviorist Canter by noting that these negative consequences should be tiered by severity and followed with consistency. For example, the first time a student misbehaves he or she should receive some sort of warning gesture; if further misbehavior occurs a verbal reprimand should follow, followed by an Honor Level System infraction slip, and for the fourth offense a "referral slip" should be given and the student removed from the classroom

and sent to the office (Churchward, 2001). Churchward maintained that if teachers follow these guidelines consistently, a large amount of misbehavior can be eliminated from any classroom.

Self-proclaimed classroom behaviorists are not the only ones who subscribe to a reward-punishment driven classroom management style as a valid way to get students to show desired behavior. Educational researchers, looking to discover what interventions work in getting disruptive students to decrease unwanted behavior, conducted a meta-analysis of 99 studies involving different intervention strategies. This research found that two of the top three intervention strategies in getting disruptive students to change their behavior included group contingencies (which would include classroom point systems as promoted by Canter) and differential reinforcement (which would include acknowledging good behavior with positive word or deed as promoted by both Canter and Churchward) (Stage & Quiroz, 1997).

It is easy to see how a teacher would find the behavioristic methods appealing. Specific recipes for dealing with misbehavior are laid out and research studies declare its effectiveness. However, not all classroom management experts agree with the behaviorist philosophy which focuses so heavily on the goal of getting to students to act as the teacher wants through positive and negative reinforcement and punishment. On the other side of the spectrum lie experts with a philosophical approach to classroom management that is more humanistic in its nature. Humanism is rooted in the belief that behavior and motivation are a result of people's attempts to fulfill their total potential as human beings (Hamachek, 1987, as cited in Eggen & Kauchak, 2001). In this belief system, the role of teacher as authoritative leader is diminished, and the role the student has in classroom activities, from curriculum design to discipline, is heightened.

One of the earliest educational thinkers to believe successful classroom management could be brought about with more of a humanistic approach was R. Dreikurs (1897-1972). Though a practicing family and child psychologist, much of his attention focused on misbehavior and discipline in school systems. Dreikurs was a firm believer in the latent potential every student came into a classroom with, and how it is a successful teacher that can perceive each child's possibility and develop it. (Dreikurs, Grunwald, & Pepper, 1982). He argued that behavioristic means of reward and punishment needed to be replaced with methods that stimulate students from within, and the only way to do this was to establish a classroom that is far less autocratic in nature and far more democratic. Dreikurs strongly criticized the use of tangible rewards and praise in classrooms declaring it promotes the belief in children that they must be "paid" every time they act civilly or make a contribution (Dreikurs, Grunwald, & Pepper, 1982). Dreikurs also reduced the use of negative consequences or punishments in the classroom believing instead that teachers should focus on logical consequences if a student misbehaves. This means the consequence delivered must be directly related to the inappropriate action the student took, and furthermore, should not be decided upon by the teacher alone, but rather by the class as a whole, emphasizing that behavior must be acceptable to society and contribute not only to the welfare of the person who misbehaved, but to the whole classroom, modeling what future behavior should look like as students become members of an adult world (Dreikurs, Grunwald, & Pepper, 1982). The focus here is not to emphasize good behavior in the present time, but appropriate citizenship in the future. Dreikurs also took special concern for the student's self-esteem and warned teachers against classroom management practices that find fault with the child, or breed resentment and unfriendly feelings. He counseled against treating all student misbehavior in the same manner, as behaviorist systems do, and instead urged the teacher to be

concerned first with the purpose behind the behavior of the child, so to plan more effectively how to deal with that unique child (Dreikurs, Grunwald, & Pepper, 1982).

Dreikurs' beliefs have appealed to current classroom management experts and have led to the establishment of the guiding principles teachers who ascribe to a humanistic belief system follow. These principles include the following ideas: 1) Respect for the dignity of oneself and others is paramount in the classroom and in society because man is naturally good; and 2) The goal of learning is to focus not only on what students do, but who they are to become.

One current classroom management expert whose thoughts correspond with these guiding principles is author A. Kohn. A former teacher, Kohn currently lectures and conducts workshops for teachers, parents, and managers on the issue of human behavior and social theory. Kohn's classroom management model had its earliest stages of development while he was a psychology student in the undergraduate program at Columbia University. While studying rat behavior by using various rewards and punishments, it dawned on him that this was exactly the way students were being treated in their classrooms. It bothered him that most classroom management strategies being employed were largely behavioristic, simple short-term fixes to get desired behavior from students while great ignorance was being left as to why behaviors were occurring and how to promote positive social qualities in students for the future. Kohn's writings stressed the fact that discipline programs prescribed by many classroom management experts only lead to compliant students with no real commitment (Charles, 2005). He believed if teachers concentrate more on creating the right environment in their classrooms instead of focusing much of their effort on what to do after student misbehavior occurs, classroom management will be much more successful.

Clearly recognizing the humanistic belief of the goodness of man, Kohn taught that

children are naturally predisposed to curiosity and wonder, with a desire to learn about the world

around them; therefore, teachers need to realize the ally they have within the student themselves

(Kohn, 1993). He argued that teachers should make certain that the curriculum they teach holds

the interest of and has meaning for the pupils asked to engage it. Educators should not be

surprised when asked by students "What does this have to do with me?" when teaching a lesson;

rather, they should be fully ready to answer since that question must have been considered when

designing the lesson. Kohn (1993) writes "…children are people who have lives and interests

outside of school, who walk into the classroom with their own perspectives, points of view, ways

of making sense of things and formulating meaning. What we teach and how we teach must take

into account these realities" (p. 219). He also argued that, within this curriculum, students must

be presented with choice as much as possible, in this way maintaining the respect of the child,

showing them their opinions matter. When teachers take the time to design curriculum in an

interesting, meaningful way, Kohn believed, the student will respect the teacher's motives more

fully and classroom management difficulties will decline.

Kohn's writings also focused on how the way in which teachers view themselves as

classroom leaders impacts the success of classroom management. He reasoned that students

believe what we do doesn't matter nearly as much as how they experience what we do (Kohn,

2008). More specifically, the teacher who proves to be a genuine, caring role-model is one who

has far fewer classroom management problems. Kohn (1993) declared "a warm, nurturing

environment is the *sine qua non* of positive development…and is (also) quite useful in the more

limited goal of getting children to do what we ask" (p. 239). Further, his writings suggested the

importance of teachers appropriately revealing their human nature in their classroom, their

interests outside of the classroom, their views on current events, and even their tendency to be tired, flustered, and distracted at times. Within an environment such as this, students will much more easily admit and be accountable for mistakes, ask for assistance, accept guidance, and take control of their lives (Kohn, 1993).

Kohn fully acknowledged that significant discipline problems will occur in a classroom, even when the right environment is created, and in these instances, he noted, the teacher must view the deeds as ethical adventures to be solved with the child instead of contemplating ways to control the child. Especially with children in the secondary classroom with more sufficient reasoning ability, Kohn stressed the need for the teacher to discuss with the child why the behavior is occurring and what the teacher and student can do together to solve it. In this conversation it may be decided that some sort of consequence must be rendered, but Kohn emphasized the non-behavioristic way in which the consequence is assigned. The consequence must be one decided upon with input from the child, specific to the child and the incident that occurred. In this way, Kohn (1993) argued, students will not afraid of being punished, but rather more willing to make restitution.

It is quite evident from Kohn's writings that he endorses the humanistic viewpoint that human beings are inherently good and deserve respect and dignity, but he further supports the philosophical stance by arguing that the role of education is to help children become good citizens. Kohn (1993) wrote that "…a teacher's responsibility (and opportunity) is to help children become not only good learners, but good people" (p. 245). To do this, Kohn maintained, teachers can do several things. One is to incorporate cooperative learning as much as possible. With this strategy, students work in small groups sharing and challenging each other's thinking and ideas to work through problems together. In this way understanding and intellectual growth

are only added to when learning occurs via the relationship between students. Much of the competition of traditional classroom practice is diminished and instead students practice and learn how to cooperate in the classroom and outside of it.

Kohn also believed students need plenty of practice in developing a culture where they realize that they are responsible not for only themselves but also for others. Kohn (1993) promoted the practice of teachers requiring students to help record assignments for an absent student, for example, or students tutoring each other, as well as having school-wide unity-building activities where younger students are paired with older mentors, or where classes work together on service projects. In this way students realize that the goal of those in authority in a school is not primarily to get kids to learn reading, writing, and arithmetic, but rather to get them to understand they are to be a responsible part of a larger community.

Another classroom management expert that continues to be greatly influential to the humanistic approach to classroom management is W. Glasser. An educational consultant and psychiatrist, Glasser's writings focused on the idea that students chose all their behaviors and that those choices are rooted in their attempts to meet certain needs. Glasser strongly emphasized that all students can do competent and quality work in school, and that it is the teacher's job to provide an atmosphere of belonging and enjoyment while allowing each child a certain amount of power and freedom in order to achieve that quality work (Charles, 2005). Within such an atmosphere, Glasser argued, classroom management problems will nearly cease to exist. Glasser echoed Kohn by recognizing that creating the right atmosphere should be the educator's first concern in classroom management, even before wondering how to deal with disruptive students. In order to achieve this atmosphere, classroom instructors need to recognize the value and dignity each student holds and recognize that the role the teacher must be as a "leader" and not a

"boss" to the children he or she teaches (Glasser, 1993).   Part of truly leading a classroom,

Glasser argued, is recognizing that student input must be sought in all areas of classroom

activity, from curriculum design to discipline. Glasser(1993) recommended that teachers find

time to talk to students, finding out their interests and then design curriculum accordingly. He

also advised professional teachers to ask students for advice whenever possible, whether it be

about a personal matter, classroom activity, or how to remedy disruptive behavior. This strategy

leaves students with a sense of power and respect and, consequently, they will be less likely to

prove management problems (Glasser, 1990).

Another important aspect to providing a successfully managed classroom, Glasser

contended, is that the students find a genuinely caring leader in the teacher. Part of Glasser's

research into classroom practice involved surveying secondary education students, giving them a

voice in what they felt was good teaching. These students reported that good teaching came from

educators who were just as concerned about the student as a person as they were about the

content they were teaching. Students also revealed the importance of getting to know the teacher

as a person, his or her struggles and shortcomings, and how this knowledge resulted in the

student being more supportive of the teacher and his or her policies (Glasser, 1990). Glasser

(1990) stated that "students will do things for a teacher they care for that they would not consider

doing for a teacher they did not care for" (p. 42). Should discipline problems arise in spite of a

classroom environment that endorses dignity, respect, and a genuine caring spirit, Glasser noted

that the teacher must maintain the theme that this problem is one that he or she would like to help

the student solve. In this way, the teacher's desire is not to threaten or punish, not to lecture or

argue, but simply to help the student solve the problem so that learning can occur both in the

present and in the future. Glasser warned that if the student remains defiant after the teacher has

calmly expressed his or her desire to help, the teacher may have to ask the student to leave to some sort of monitored time-out room and then discuss a way to solve the problem once the tension has lowered. What matters in every situation, Glasser argued, is that the student feels that the teacher is confident that the problem can be solved. If the student sees the teacher as a leader who cares, he or she will almost always figure out a way to do what the teacher asks. In this way, students must take some responsibility for solving problems that their choices have resulted in (Glasser, 1990).

Glasser is not only concerned with the maintenance of respect and dignity of classroom community members, but he too, as other humanistic theorists, is guided by the belief that all classroom management efforts should focus not only on what works in the moment, but on what type of person the educator is teaching the student to be in society. Glasser (1990) emphasized the importance of quality school work. He argued that the teacher must provide tools and encouragement to students for this quality work by consistently asking for student input on how well or poorly the students feel the work is being accomplished. Getting students to take responsibility for the work they do as well as the choices they make in their behavior are skills that will benefit them their whole life long (Glasser, 1990).

A recent study done in a progressive secondary school in California strongly supported Glasser's beliefs. Assessment at this school was done with a focus on it being conducted within a community of learners. Here students received an unconventional sort of marking system where evaluations by teachers were highly narrative, requisites for high quality work were always spelled out before assignments were given, and students were given great opportunity to contribute their own thoughts on how well they were doing in school, among many other things. The researcher's study revealed students who understood learning as relevant and meaningful,

willingly accepted feedback from teachers, and ultimately took charge of their own growth and learning (Sralberg-Bagley, 2010).

Christian theorists and educators also propose an orientation toward classroom management that reflects a specific belief system. They, too, have developed a framework and guiding principles to define their classroom management practices. Christian authors who have written about the purpose of education and discipline often hold ideas that parallel those of the experts discussed thus far; however, the philosophy behind these management ideas does not lie within a place of experience dictating behavior, nor a place of behavior being a means of fulfilling human potential, but rather from a worldview which emphasizes the teacher and student alike being part of a redemptive story.

Just as behaviorist and humanist thinkers attempt to answer the question of why humans behave the way they do in a classroom and elsewhere, Christian philosophers find importance in discerning the answer as well while remaining obedient to Scriptural leading. Early twentieth century Reformed Christian thinkers and philosophers, Kuyper, Bavinck, and Dooyeweerd, among others, have proven very influential to Christian educational experts (Wolters, 2005). These men established what Reformed Christians now coin as the "creation, fall, redemption" timeline or framework or a Reformed worldview.

The creational aspect of this reformed Christian belief system includes the conviction that an almighty God created every part of the universe perfect and declared it good. It also includes a mandate that humans are to participate in God's ongoing creational work. The "fall" portion of the Reformed worldview includes the recognition of the choice made by the first two created human beings (Adam and Eve) to disobey the Creator and the acknowledgment that that isolated

action has had catastrophic significance for creation as a whole (Wolters, 2005). Because of Adam and Eve's detrimental fall, every aspect of creation is totally depraved and tainted with sin. The final key theme of the Reformed worldview, "redemption," hinges on the belief that there will be a return to the perfect order of creation when Christ comes back to earth, but in the meantime, humans carry the responsibility to partner with God in bringing new life and validity to what has been and continues to be here on earth (Wolters, 2005).

With these themes in mind, Christian educational experts follow three guiding principles to shape their belief system on classroom management. These include: 1) Each member of the classroom has been created in the image of their creator God; 2) Every member of the classroom has been affected by the action of the Fall and is therefore sinful and broken; and 3) Redemption of all aspects of creation should be a central classroom theme. Two Christian experts and authors that have explored this framework as it applies to classroom management are J. Fennema and J. Van Dyk.

Fennema clearly defined the implications these guiding principles hold for the Christian classroom. First, in describing students as image bearers, Fennema (2005) urged teachers to recognize that the children we instruct at school are beings with multifaceted personalities, which are centered by a spiritual heart. Because of this recognition, teachers need to establish an atmosphere in their classrooms where all aspects of student personalities are explored. Students need opportunities to build, create, perform, read, move, and discover throughout curriculum. Teachers fail to develop the creational potential each child has been born with if paper-and-pencil learning is all that occurs behind their classroom door (Fennema, 2005).

Fennema (2005) urged the educator to continually foster the spiritual heart of each student by aiding in the development of the conscience, or innate sense of right and wrong, through modeling, imposing consequences, and loving expression. He maintained that students consistently need to know that a teacher will love them unconditionally because of their created value. Fennema pointed out that created image-bearers not only have a responsibility to be personally developed, but to be caretakers of creation. Fennema (2005) argued that all aspects of school curriculum need to illustrate that God is sovereign over all, and that teachers must teach their students how all areas of life, whether it be economics, biology, or fine arts, point in direction back to a creative God who placed his image on all.

Fennema (2005) reinforced the second guiding principle for the Reformed worldview by noting that, because of the Fall, students and teachers alike have had their hearts redirected away from God and that His image has therefore being tarnished in all humankind. Fennema (2005) argued that children still do bear the image of God seen through the "goodness" of their structure, though it be in a limited fashion (p. 77).

Lest this dismay the classroom teacher, Fennema (2005) emphasized how the theme of redemption should be displayed in the classroom. Fennema (2005) argued the teacher should create an atmosphere in which each student can say that they are valued because they are loved, they are a contributing and redeeming member of a community, and because they have been created with valuable talents and gifts that are being used. In this way, the theme of redemption in the classroom shines.

Though much of his writing focuses on how a classroom atmosphere based on these themes is paramount for Christian teachers, Fennema also addressed specifically what teachers

should do in cases of misbehavior. Fennema (2005) called these "corrective procedures" (p. 233) and warned the teacher that in all of these corrective procedures the valuable image-bearer likeness of each student is maintained through fairness and consideration of the differences of each student. He urged teachers to use minimal responses to minimal infractions such as silence, stares, calling the child's name, and removing privileges. He instructed the teacher to point out to students that all choices have consequences, and that this is a Biblical theme. In this context, Fennema (2005) urged teachers to make logical consequences where students gain insight into what their choice has resulted in. These consequences, however, must never be rooted in power by the person in authority, for otherwise redemption, which by its definition is the modification of a child's behavior, will not be the result. Fennema (2005) stated that teachers need to show children that the goal of their discipline is always positive, redirecting, and future-oriented. In this way teachers are reflecting Christ to their students.

Fennema (2005) also promoted the theme of restitution in a classroom when misbehavior occurs. For example, when student's misdeeds negatively affect people or property, teachers need to reflect upon corrective action that will bring about restoring action. As well, any word or deed that is done in disrespect must be accompanied by an apology and repetition of the task in a courteous manner; or when time is misused by a student, it should be used properly in some make-up session. In these ways children understand it is their responsibility to undo the wrong that has been done.

Further, Fennema (2005) advocated that at times offending children need to have privileges removed. At times the need for separation of the student from the learning environment (such as to a specific area of the school outside the classroom, or even more seriously, to suspension) may be necessary if major infractions are being committed. Fennema

(2005) cited Biblical support for this corrective action with evidence of Christ's teachings in Matthew and I Corinthians. He stressed that in any case, consequences for bad choices by students must be delivered with a goal of restoration or redemption in mind. Students must understand that the discipline was carried out in love and with a desire for them to make restorative choices in the future.

It is clear that Fennema addressed classroom atmosphere and discipline from a perspective of a creation, fall, redemption framework. Christian author and fellow education expert, J. Van Dyk, urged the teacher to do the same. Van Dyk (2000) emphasizes even more strongly than Fennema the need for a classroom atmosphere that follows a redemption theme in order to avoid classroom management problems. His work mainly focuses on the creation of a collaborative, community-based classroom to reflect the image-bearing nature of the student. He contended that when classroom students are encouraged to take responsibility for each other's learning, are encouraged to use their gifts and talents for the benefit of others in the classroom, and are invited to have input in what they are learning and how they learn it, it results in a respect for the way children were created (Van Dyk, 2000). In this way, the reflection of God's human creation and its desire for interaction with each other is expressed and brings glory to Him. Van Dyk (2000) also expressed the importance of teachers recognizing the uniqueness of each created image-bearer in their students. Effective teachers recognize that students learn and are motivated in many different ways. They do their best to identify these ways in each student, and then in turn design curriculum and teaching strategies to address the diversity of students. This, Van Dyk argued, will only result in better student learning and respect for the teacher. More importantly, Van Dyk stated that a classroom that is run in such a way will succeed in

allowing each child to become the responsible disciple he or she was meant to be when they were created.

Though Van Dyk does much less in his writings to focus on the fallen nature of the child than do other Christian experts, he does discuss the need for discipline and classroom management strategies. His writings reject behavioristic ways of dealing with the fallen child in which the goal of discipline is to "let students know who the boss is," and which seem to result in good behavior from students in the meantime, but perhaps do not result in an internalized change for the future. He argued that these programs diminish the scripturally endorsed created quality in children as responsive and responsible and instead silences their voices and input in the reasons for and solutions to the misbehavior. Instead Van Dyk (2000) promoted the idea that the students themselves, or the whole class if the issue is one that tends to that, be involved in solutions for their misbehavior, and that the teacher must genuinely listen to their ideas and suggestions, in the hopes that they may be used.

Additionally, just as Fennema stated, Van Dyk (2000) argued that before the teacher takes any sort of corrective action for misbehavior, the teacher must ask himself, "How do I help this student return to the right road which we are on in this classroom journey together?", rather than to simply ask "what punishment should I give?" (p. 242). He also advised teachers to develop contracts with offending students where they write suggestions for behavior improvement down and sign them. Later, periodic feedback is examined by both the teacher and the student on how well the contract is being upheld.

With regard to the guiding principle of redemption as a central classroom theme, Van Dyk encouraged teachers to keep in mind that our goal in education is to develop children into

better people, or more specifically more responsible disciples, for the future, not just to correct behavior in order to learn. In this way it is seen that educators have hope for each child, no matter how much they may misbehave, and there within lies the theme of redemption. A classroom teacher should ask students how they think a classroom should look, and how they can help make it a place of safety, security, and enjoyment, namely a redeemed classroom, for all (Van Dyk, 2000).

Van Dyk (2000) also instructed that educators need to encourage children to practice discipleship skills, show respect and listen to others, as well as seek to resolve conflict in the classroom curriculum and in every day comings and goings, for in this way they are learning to be servants of Christ that are pleasing, both in the classroom and outside of it. He also reiterated the fact that through these things teachers should further approach each child with high expectations because of the redeeming qualities each one of them holds. In such a place, Van Dyk (2000) argued, one which adheres to the Christian guiding principles of image-bearing, fallen students who have redeeming qualities and opportunities when addressing classroom atmosphere and discipline, classroom management problems will decline and teachers can be confident in the ways they deal with misbehavior.

Discussion

Summary

Effective classroom management is a widespread concern among teachers and with no shortage of expert opinions from many different philosophical orientations, it remains a challenge for the Christian secondary teacher to discern what to do in their classroom to manage

it successfully. Not only is the Christian secondary teacher looking for a system that will work but also one that will be congruent to his or her Biblical worldview.

The Christian teacher, then, when examining both the behavioristic and humanistic frameworks, will discover that these philosophies fall short in describing successful classroom management strategies. It becomes evident to the Christian teacher that following a behavioristic framework of classroom management fails to fully view students as image bearers of God. It presumes that young people cannot make good choices on their own, without reinforcement driving those decisions. Behavioristic strategies result in students who behave superficially, or at its worst, behavioristic strategies demean students, especially those with behavior issues. The humanists, on the other hand, overplay the "goodness" of young people, and hold strongly that all adolescents are self-motivated and don't need much control externally to develop into good people. Clearly, neither side of the spectrum completes a full picture of how to successfully manage a classroom for the Christian teacher.

Characteristics of the Adolescent Learner

It is crucial for the teacher to understand what is unique about the secondary student and how the guiding principles of a Christian philosophy of teaching and classroom management apply. To speak to the created image-bearing quality of the adolescent, teachers must ask themselves, "What makes adolescents as God created them?" Because God created them, their lives each hold value and purpose, and a teacher must make students feel valued every time they enter a classroom by greeting them kindly, taking interest in what is going on in their lives, and discovering and then using the students' gifts in classroom practice. (Fennema, 2005; Kohn 1993; Van Dyk, 2000). When the teacher does this, the classroom stage is set for a place of

respect, dignity, and partnership between teacher and student. For the secondary student, the acknowledgement of appreciation for their uniqueness is paramount if teachers want to create ally relationships. Teenagers desire to be valued for their uniqueness because they are wrestling with discovering who they are and where their identity lies. When teachers acknowledge and treasure the uniqueness of a student, the student learns to recognize where his strengths are and his place in this world. Literature on the psychology of adolescents as well as literature by Christian authors emphasizing aspects of adolescent character, verifies this significant need. (Dunn, 2001; Eggan & Kauchak, 2001; Graham, 2003; Lefrancois, 2000; Santrock, 2001).

Another characteristic that must be recognized in regard to the created aspect of the secondary student is what psychologists have defined as adolescent egocentrism (Santrock, 1998; Santrock, 2001). As the adolescent brain develops, children feel a heightened sense of self-consciousness that leads them to believe that others are as interested in themselves as they are. This contributes to their desire for teachers to see them as unique, but even more, can contribute to a belief that they are invincible, invulnerable, and immune to laws of society (Santrock, 1998). This is evident to any teacher or parent of an adolescent who takes note of the reckless behavior children of this age experiment with. Underage drinking, dangerous driving, unprotected sex, and verbal disrespect of others are not new trends afflicting high schools. Scientific research has proven that the brain of the adolescent is drawn toward novelty and the thrill of danger much more strongly than the child or adult brain (Feinstein, 2004). When students come into secondary classrooms with the idea that life is centered around them, as well as with extra baggage accompanied by poor choices made as a result of a brain predisposed to risk-taking behavior, it is not hard to see that classroom management problems may more frequently arise.

Another creational aspect of teenage development that may influence how teachers view them in the classroom is their tendency to be emotionally-driven. As the adolescent grows physically, their brains are also maturing. The frontal cortex of the brain, which is responsible for higher-order thinking skills and logical problem solving, is still refining its development. The amygdala, which is the part of the brain associated with emotional and impulsive behavior, tends to dominate as the frontal lobes continue to develop (Feinstein, 2004). Adults have the benefit of full development of the frontal lobe of the brain, and therefore are less driven by the amygdala, resulting in more rational behavior. Adolescents, on the other hand, have much more reliance on the amygdala (Feinstein, 2004). One result of this delayed refinement of the frontal lobe is that teenagers many times misinterpret body language. They overreact to adult facial expressions or words, and have trouble distinguishing between their own thoughts and the thoughts of others (Feinstein, 2004).

Additionally, because of this aspect of their brain development, adolescents also may feel things before they are able to articulate them in a socially appropriate way. They may use defense mechanisms such as denial to respond to stress, may respond with an explosive temper, or simply just misunderstand completely what adults are trying to convey to them (Feinstein, 2004; Santrock, 1998). Here too, it is easy to see that when emotions over-ride logic in our secondary students, classroom management problems are more likely to occur.

While it is clear from the research that an adolescent brain differs significantly from an adult brain, it must also be noted that the teenager's size and physical prowess is many times comparable with adults in the classroom. This leads adults to mistakenly believe that the teenager's physical presence should match his or her cognitive ability. Even if this mistake is not made, when many teachers reflect on the potential of an emotion-based response occurring

within a student that is physically superior, it becomes even more urgent to establish a classroom that is successfully managed.

A third aspect of adolescent development is the maturation of cognitive ability from concrete to abstract and somewhat idealistic reasoning (Santrock, 1998). The frontal lobes of the teenage brain, while maturing, are becoming more and more capable of thinking abstractly and of moral reasoning (Feinstein, 2004). Teenagers start to recognize that people are important and that the motivation behind other's behavior should be examined (Woolfolk, 2003, as cited in Feinstein, 2004). This idealism makes secondary students apt to fight for what is right, to develop a respect for honesty and caring for others, and to begin to take responsibility for their own actions (Feinstein, 2004).

This sense of idealism can prove a great ally for the teacher in the classroom. Through wise curricular choices, it becomes essential for teachers to expose students to social issues that relate to content and to discuss with them the ideal restorative manner in which these social issues can be addressed. These curricular discussions around social issues allow teachers to encourage further moral development.

In light of this abstract, idealistic cognitive development, it also is critical that student misbehavior is dealt with from a standpoint of how it affects the entire classroom community, since students this age have the ability to reflect upon and grasp this concept. Additionally, secondary teachers have the benefit of students who are developing the ability to grasp how thought and deed have not only immediate consequences, but future ones as well.

Many times however, this adolescent idealism may also accompany a belief that real-world impediments do not exist in the students' ideal state of affairs, and that life should be a

smooth path for them, even if not for others (Santrock, 2001). Here, the fallen nature of our students seems to take center stage. Such misdirected idealism may lead to risk-taking behavior and a "close-mindedness" that may cause classroom management frustrations such as students having a skewed view of fairness (Santrock, 1998). Again, how a teacher approaches this adolescent characteristic from a restorative point of view is critical in the promotion of a successfully managed class.

Implications

With these aspects of adolescent development in mind, as well as the Biblical guiding principles as developed in a reformed worldview, I believe research leads the Christian secondary teacher to be guided by three essential premises in order to be successful in their secondary classroom management practices. These three essential premises include the following:

1. teaching and learning are communal and relational activities;
2. teachers must model several important characteristics including a work ethic that flows from a creational response to God, a love for learning, and a reflective analysis on practice;
3. the goal of any classroom strategy must be redemption-oriented.

Since God created humans with a desire for communion with others and Him, it makes sense that the adolescent need for social interaction and acceptance should be addressed by the teacher in their curriculum design and discipline practices. Van Dyk (2000) implored educators to understand the importance of group work and cooperative learning in their classrooms. Since learning and teaching are communal activities, the teacher must adopt a curriculum where

students can interact with each other and have their talents and abilities noticed and used. Teachers must critically reflect on how often students can create, move, discover, socialize, relate to, and theorize with each other within a week of content instruction. When students see that teachers are creating opportunities for them to learn from each other and are designing instruction that is interesting to students and at times highlights them as individuals, the students develop a sense of dignity and gain respect for the teacher, and their desire to misbehave lessens greatly. Research abounds with support of this fact (Glasser, 1990; Kohn, 2004; Kohn, 2008; Ridnouer, 2006; Ross & Frey, 2009 ; Van Dyk, 2000).

Respectful atmospheres are created by re-visioning the role of the student, but the role of the teacher must also be re-imagined. Too many teachers view their role as a "boss" (Glasser, 1990). An atmosphere where this is the case will only breed contempt and a desire for misbehavior from many strong-willed adolescents whose responses are governed by their egocentric and emotionally-driven natures. Teachers instead need to view their role as part of the communal aspect of creation and understand they are a traveling on the journey of a school year right alongside their pupils. In this way, given the adolescent's cognitive ability to see life's "bigger picture," teachers demonstrate to students that they are much more of a "guide" than a "boss." Educational experts from different philosophical backgrounds support this belief (Dunn, 2001; Glasser, 1990; Ridnouer, 2006; Van Dyk, 2000).

One specific way to do this is in the secondary classroom is by involving students in the creation of classroom rules and expectations for classroom behavior. Of course there may be some rules that a school holds that are unwavering, or even ones the teacher declares are essential, but because the students hold dignity and a communal role in the classroom, the teacher will explain why these rules are in place. She then should take time to involve the class

in developing more rules if they feel they are necessary. Another specific way to do this is to role play on the first day of school a classroom where a respectful atmosphere is not evident. Students may volunteer as "actors" that blurt out disrespectful comments, sleep during instruction, and distract classmates. After the role play, teachers and students together can discuss what is wrong with classrooms where this behavior prevails and also what characteristics would predominate if they were part of a successfully managed room. These characteristics can then be posted and referred back to throughout the year.

Teachers also should involve their students when the creational aspect of community is adversely affected by misbehavior. A guide teacher will be wise in discussing with a misbehaving student the motivation behind his or her conduct, and the ways in which they may work together to solve it in order to bring restoration back to the community. Any student that is behaving in ways which tears down a positive classroom community must hear over and over from the teacher, "What can we do to solve this problem?" Though this appears to mirror humanist views of dealing with misbehavior, the goal in mind is much different. Kohn and Glasser, among others, believe dealing with misbehavior in this way brings success because of the innate goodness of each student. Christian teachers, however, choose this method of intervening because of recognition of the student's responsibility as a created image bearer, to establish and follow guidelines for the community they are a part of.

The second premise of a successfully managed classroom that must be adopted by a secondary teacher is that of being an adequate role model. The successful "guide" teacher understands that modeling is utterly crucial to the development of quality character in those they lead. The "boss" leaders, however, dismisses the need for modeling by adhering to a "Do as I say, not as I do" mantra with those they are in authority over. It is of course expected of teachers

to model characteristics of kindness, honesty, and moral living in order to maintain their jobs in most schools, but here it is important to discuss what characteristics should be modeled for the educator to do his or her job well. Three of these distinct qualities include a work ethic that flows from a creational response to God, a love for learning, and a reflective analysis on practice.

Beginning with the attribute of work ethic, through my experience as a high school student, and even more notably as a secondary educator, I have noted one characteristic students evaluate quickly in regard to their teachers is the educator's work ethic. When teachers minimize their responsive role to the calling they received as part of being created in God's image, classroom management will suffer. Glasser noted "quality schools" must begin with "quality teachers," and "quality teachers" are hard workers. Glasser's focus on high quality work by teachers, and in turn students, is one with forward focus. If students learn that high quality work can be accomplished, this will be a characteristic they take with them throughout their professional and personal lives (Glasser, 1990). Glasser (1990) argued that students will do little to follow teacher's instructions, or to respect their guidelines, if all they see is someone who demands a lot of their pupils. Instead, students admire a teacher whose mantra is "No matter how hard I ask you to work, I work as hard or harder" (p.38). In this high quality environment classroom management problems diminish. The Christian secondary teacher must ask "Am I really engaging students in learning in a way that is meaningful for them as adolescents and soon-to-be adults in God's Kingdom?" Here Christian teachers diverge from Glasser in that their goal is not just to create hard-working citizens, but more deeply to develop the restorative potential each student holds. The Christian teacher is wise to note that work came before sin in Scripture. God referred to the act of creation as work (Genesis 2:2) and instructed Adam and Eve to "work" in the Garden he created for them (Genesis 2:15). This points to a creational aspect

innate in us to work hard, and should beg us to fulfill this responsibility in our classrooms. Hardworking teachers will trigger hard-working students, and hard-working students create far less management problems.

Secondly, in order to be successful classroom managers, the Christian secondary teacher must model a love for learning, recognizing that learning is the only way fallen humans, pointed away from Christ, can be lead to restore things. Christian teachers see learning as part of our calling. Kohn (2005) discussed the importance of what he calls taking our students "backstage." Modeling this desire to learn for students allows them access to how teachers work through academic endeavors themselves. An English teacher's explanation to students of his or her rationale for a word choice in a writing assignment, or the science teacher's personal wrestling with difficult problems, conveys to the students a profound message. The message is that people are generally curious all their lives, and that sometimes adults, and even teachers are uncertain about how to accomplish different tasks or ideas. When teachers teach in such a way, students will also develop an attitude of wanting to engage in educational activity because they see teachers who don't view themselves as "all-knowing" "all-powerful" beings that force instruction on their students. Research regarding learning in secondary classrooms by experts Ross and Frey (2009) echoed what Kohn declared regarding the importance of teachers revealing the process of learning to their students in their practice. Teachers must ask themselves the pressing questions: "Do we ourselves want to learn? Do we want to better our task?" When teachers answer these inquiries affirmatively and make the effort to do so, their students will want to do the same, and consequently, when engaged in powerful, meaningful learning, will be less inclined to present behavioral issues in the classroom.

Finally, teachers need to model an attitude of reflection if they desire successfully managed classrooms. Van Dyk (2000) wrote explicitly on the need for reflection on classroom practice if a teacher is to teach in a uniquely Christian manner. When teachers critically reflect on all aspects of their practice, they become more effective teachers. When teachers adopt an attitude of reflection on their teaching, an unsuccessful lesson forces them to ask themselves "What could I have done that might have been more successful?" Kohn (2008) stated that teachers who choose to engage in this sort of reflection "regard learning—as opposed to just teaching—as the point of what they do for a living." (p. 4) Students will recognize these type of teachers want to meet them where they are in the learning and maturing process, thus resulting in a respectful tone in the classroom.

Further, when misbehavior occurs in the classroom, it is valuable for the teacher to encourage reflection on that action in order to promote a more successfully managed classroom. Model Christian teachers will consider the developmental stage of the adolescent brain along with the goal of redemption and restoration as they deal with students who have misbehaved. When students are asked to reflect on how their actions influence their peers and the future of the offending student specifically, the development of healthy social skills, attitudes, actions, and reasoning is promoted. With the developmental nature of the teenage brain's reliance on emotion and not logic, it is important to note this may result in a need for reflection many times on the same behavioral infraction, but this repeated reflection will only do good in cultivating the redemptive nature of the student, and in turn lead to better classroom management.

The last principle of a successfully managed classroom that must display itself along with a communal, relational atmosphere, and a teacher who models distinct characteristics, is that of a theme of restoration in all a teacher does. Restoration and redemption are words that have hope

at their very center, and the way teachers show this hope is in the way they genuinely care for their students and for the student's lives in the future. When teachers care for their students and welcome them into their hearts, it cuts right to the core of the adolescent need for identity and worth, and more successful education results. Research supports this fact noting that "when a student learns to trust a caring teacher, he or she can begin to take chances, find the will to invest effort in a task, and receive the guidance needed to improve skills" (Strahan, 2008). Ridnouer (2006) conducted a survey with adolescents and overwhelmingly found that students respond much better, both behaviorally and academically, to teachers who express genuine care for each student and their wellbeing. Glasser (1990) further affirmed this noting that "students will do things for a teacher they care for that they would not consider doing for a teacher they did not care for" (p.42).

Graham (2003) also focused on the teacher's role as a healing agent in the classroom. Graham (2003) argued that redemptive teachers must strive to mirror the ways Christ taught while he was on earth, making their methods saturated with compassion, tenderness, personal involvement, sharing and listening. This is expressed not simply by taking interest in each student's life and what they do outside of the classroom walls, but also by honoring the adolescent's redemptive place in God's world by holding them to a high standard. When students ultimately feel that the reason the teacher asks them to do tasks is to develop who they are as image-bearers, and that the teacher sees a valuable place for them in society, both now and in the future, students will much more likely engage. But the teacher must heed warning then that the tasks required of students must be carefully considered to develop this potential. If instead the students sense that the teacher's words do not match his or her actions, the result will be an atmosphere of disrespect and misbehavior.

It is not realistic, however, to believe that a caring atmosphere alone will put an end to every act of misbehavior in the classroom. The sinful nature of student and teacher alike will result in actions of noncompliance and rebellion in every classroom. The Christian teacher must then ask, "How can I deal with these behaviors with the premise of redemption and restoration in mind?" In this context, behavioristic consequences may have a place in the Christian classroom, however, with a much different motivation. Wise Christian teachers make it clear at the beginning of the school year to their students that consequences will result when misbehavior causes the classroom atmosphere to further deviate from what Christ desires. Such consequences may include verbal warnings, removal from the classroom or other privileges, principal referrals, or perhaps even behavioral contracts. Each unique situation holds different options for the teacher and student. In this classroom, the student who chooses to misbehave must help in deciding what consequences will best promote change in his or her choices. It is important to note that such consequences are never issued without the understanding that restoration is the goal, and that the teacher believes it can be accomplished. More specifically, when discussing behavioral infractions with a student, it must be done in a private manner, protecting the student's dignity and worth as an image-bearer. The student who poses a classroom management problem must also reflect on how his or her actions are influencing the classroom community. In this reflective time, the teacher must genuinely listen to what the student has to say, and the teacher must work to bring about a class community that is more hopeful and redemptive place for everyone. This is not done by simply filling out an *Honor Level Infraction Sheet*, as behaviorists promote, nor is it an action done to develop a good citizen, as a humanistic educator would suggest, but it is done as a modeling of problem solving, bringing hope in each individual, and responsibility to the image-bearing God intended.

Conclusion

For as long as there are classrooms in which to teach, successful classroom management will be a central concern. Addressing this concern for the secondary teacher means paying special attention to the implications of adolescent development on learning and behavior. For the Christian teacher, addressing this concern means examining how a developed worldview affects the way we cultivate our classroom atmospheres and deal with misbehavior in ways that are ultimately pleasing to Christ. Though the anxieties and the all-too-common August dream of chaos in the classroom won't likely disappear, Christian teachers can be confident that if the strategies explored here are continually revisited in thought and deed, successful and joyful classrooms are possible.

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