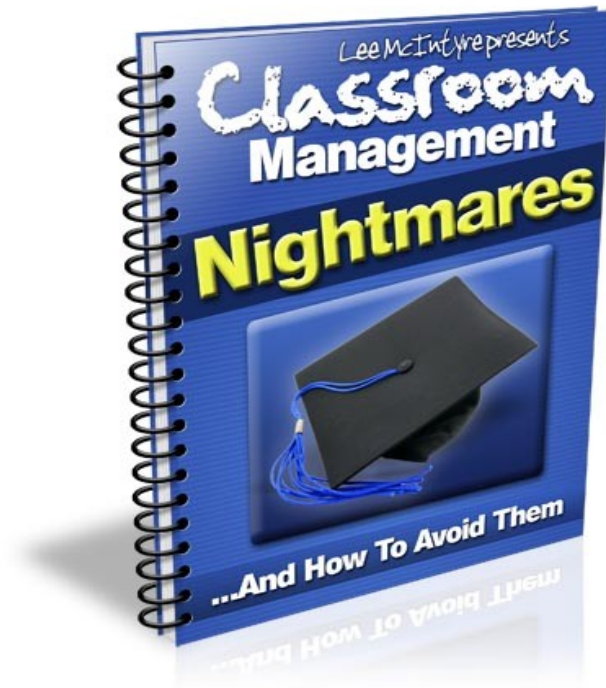


Classroom Management Nightmares



...And How To Avoid Them

Lee McIntyre

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That You Teach Today!

Chapter 1:

How My Classroom Management Nightmare Began

I remember the day when I was accepted onto a teacher training course with such clarity. I have a terrible memory for these events, but that day really stuck in my mind.

I actually didn't find out via the conventional route. At the interview for the training course I was told that I would be contacted via email within a week or so.

But I was so anxious to find out if I was going to be accepted as a trainee teacher that I just couldn't wait that long.

Becoming a teacher was all I had dreamt about for a very long time and I just had to know if my dream was going to come true.

So I rang up the training institute and crossed my fingers. The wait was agony.

And then I was in! I was ecstatic and actually let a little yelp down the phone.

At the end of the year I was going to train to become a teacher and fulfil my dreams.

Near the end of the following year it was a very different story. I was tired, fed up, and downbeat.

Why? Because my teaching dream was fast turning into a nightmare. Out of control kids dominated the lessons and I was left feeling like a failure.



I actually felt ashamed telling my friends the stresses and pressures that I was under. I mean, why couldn't I control my classes? What was wrong with ME and my teaching?

There was no explaining quite how I felt to my friends. You see, most of them had a JOB. They went to work, got paid well, and then came home. And then didn't give their work another thought until 9am the next morning.

It didn't quite work that way for me. If I had a bad day I literally AGONIZED over it all night. Re-playing the incidents of the day and then thinking about what I could have changed.

The long days were exhausting. But the evenings were even worse. Reliving the bad moments of the day for four hours before bed can really take it out of you!

I like to refer to this period as the 'dark days'. I felt like quitting each and every day.

But guess what? If I had quit back then I wouldn't be enjoying my life so much now. I wouldn't be literally JOYFUL at the thought of going into work each and every day.

Teaching rocks....even if my 14 year old students would laugh if they heard me using that phrase!



So how come the sudden turn around?
What's the reason why my hatred of the job,
turned to a sudden joyful embrace of the
profession?

Well, it's simple. I discovered that
classroom management is actually a process
that can be learnt. I realized that classroom management isn't
necessarily a skill that you either have, or don't have.

It's a set of processes that even the most struggling teacher can
learn and follow.

And boy did I learn.

You see, once you accept that classroom management is
something that can be learnt you never look back.

Do you try and drive a car for the 1st time, discover you can't
even get off the drive, and then give up? Of course not!

Did the world's best drivers suddenly wake up with an innate
ability to be a competent driver? No, they had to learn the skills
required. They had to practice their art.

Once you accept that effective classroom management is a skill,
like driving, that can be learnt, then your teaching outlook will
change. Forever.

Chapter 2:

Classroom Management...The Myth

Classroom management is hard. I'm not going to sugar coat it for you. Nor am I going to tell you that you can develop perfect classroom management skills in an hour.



Classroom management is a skill that is crafted over a lifetime as a teacher. And the teacher who tells you that they have perfect classroom management skills, and that there is nothing left to learn is, well...I'll let you decide.

You see, being able to manage student behaviour is like learning to drive. Sure, you might pass your driving test, but that doesn't mean that you feel comfortable reversing into a tight spot in the car park.

To become the best possible teacher that you can be, you need to undertake a process of lifelong learning. Lifelong learning that never starts, or ends at any fixed points.

So yes, you have a crisp and polished certificate with your name on, proudly declaring you to be a qualified teacher. But that doesn't mean you should stop learning. Just like you hope (and pray!) that the 'just passed' driver with his L plates doesn't suddenly stop learning and improving his driving.

Being an effective teacher involves reflecting on what we do in the classroom, every single day of our teaching lives.

The day I don't feel as though my teaching is moving forward week by week, is the day I decide to find a new job.

There are no comfort zones in this job. And if comfort is the name of your game, then I suggest that you look for an alternative career.

Effective teachers strive forwards, always looking inward at what can be improved. Always reflecting upon how we can improve our teaching, day after day, and year after year.

I started off by explaining that classroom management is not easy. And I stand by the statement. There is no one hour magic pill that will yield instant good behaviour in your classroom.

But what you need to understand is this. EVERYONE can become adept at managing student behaviour.

And everyone can start improving their skills TODAY.

Yes, some people will have a natural aptitude for it, and so the skills will come easier to them.

Yes, some people have inbuilt features of their personality that make it harder for them to achieve their classroom management goals.

But every single person reading this page is capable of reaching a level of classroom management skills that will yield an IMMEDIATE improvement in the behaviour of the students that you teach.

You see, I know this because I know something that you don't...

I know that there is a classroom management myth that is almost burned onto our subconscious. The myth that only some teachers can ever manage classroom behaviour effectively. The myth that says that some teachers will NEVER be able to control a class to an acceptable standard.

Well, let me tell you right now that is completely wrong.

When I learned to drive I failed four times before I eventually passed. Yes, I failed FOUR times!

And do you know why? It's because I had a BAD instructor. I was taught the wrong way and when I sat my driving test it was almost impossible for me to pass.

Did people at the time say that I would never be able to drive? Did they say I should give up as I just wasn't capable?

No of course they didn't. And guess what? I went on to learn the right way, with a different instructor, and I passed my test at the next attempt.

And now I'm an excellent driver.

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The myth that classroom management can't be taught is exactly that...a MYTH. Just like when I was struggling behind a wheel, if you too are struggling in a classroom you CAN be taught how to succeed.

Of that I have no doubt at all.

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Chapter 3:

The Process of Effective Classroom Management

Effective classroom management is simply a process that can be followed. Like learning how to drive a car for the first time, there is a right way and a wrong way to do things.



And there is a specific order to get things done too. Just try accelerating before you've lifted the handbrake and see what happens.

And managing student behaviour is exactly the same. There is a process that you must follow. A set of hoops that you must jump through. There is a correct way, and an incorrect way to deal with specific situations, that can be learned by following some core classroom management principles.

Core classroom management principles that you can learn.

Core principles that you can start to follow today, and that will yield an IMMEDIATE improvement in your teaching.

Sure, your classroom control won't become perfect over night. Nor will the driver who discovers the brake pedal after 3 years of driving suddenly win any awards. But your classroom control will improve instantly.

And more importantly, you will be on the right track to success.

Instead of your classroom management skills getting slowly worse, they will now start to get slowly better. And you will notice an improvement IMMEDIATELY.

Effective classroom management is not an absolute fact. It's a sliding scale of accomplishment that changes day by day.

If you can follow the process required for effective classroom management, then you too can start sliding the 'right' way along the scale.

And before you know it you will cross an invisible line, where all of a sudden, you feel in control.

Where, all of a sudden, your anxieties have all but washed away. Leaving you free to concentrate on what you do best. Leaving you free to teach.

Yes, classroom management is hard. But that's only because you've been taught the WRONG way.

By following the principle and the processes of effective classroom management YOU too can see a sudden improvement in the classes that you teach.

You can find out more about this in my free classroom management mini-course by clicking [HERE](#).

Chapter 4:

Classroom Management is Hard Work!

People often come and observe my lessons in school. Why? Because I have almost total student control within my classroom AND the respect of the pupils I teach.

Not because I'm a classroom management god. Not because I'm some sort of pre-programmed machine who has all of the answers.

I achieve these things in my classroom because I treat classroom management very seriously indeed. In fact, it's the area I concentrate upon the most in my classroom.

I'm not telling you this to brag. I'm telling you this so that you understand that you must work hard if you want to develop excellent classroom control.

When teachers visit my lessons they often marvel at my classroom control, while bemoaning the poor student behaviour in their classrooms. And it always frustrates me.

Not because I can't take a compliment. But because these teachers could also enjoy levels of classroom control similar to my own. If they took classroom management seriously that is.

But that's the thing. Teachers who suffer from poor student control quite often don't take classroom management seriously

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at all. They don't work hard at it like I do. They don't plan ahead, with classroom management in mind.

I work incredibly hard to ensure the excellent behaviour of the students that I teach. I don't cut corners and I always follow through with my threats.

Even when I feel ill, tired, or drained, I always make sure that I apply a sanction where necessary. And I always follow up.

I've seen a lot of teachers experience classroom management problems over the years. And when you dig a little it's not too hard to figure out why.



They cut corners and they don't apply sanctions consistently. Depending on how tired they are, or what they have on that day.

Now, I'm not judging here. And I'm not trying to be controversial for the sake of it.

Teaching is an incredibly difficult job, and the demands placed on us as teachers get more ridiculous by the year. So yes, I do understand that teaching is like a juggling act, and sometime it's hard to catch all of the balls.

But listen very carefully. Investing time in applying sanctions, and following up when necessary, is just about the best use of your time as a teacher.

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When you cut corners, and when you let little things go that you know you shouldn't, and when you fail to follow through with a student who skipped a detention, you create a ton more work for yourself further down the line.

Yes, you save ten minutes of your time now, but believe me when I tell you that will cost you a lot of more time in the future.

You see, when dealing with classroom management issues the right way, you are actually investing time in the future. By cutting corners now, and saving ten minutes, you are actually making more work for yourself in the future.

The students that you teach will almost certainly misbehave in a similar way again now that they have seen that you have not followed through with a sanction. And having to deal with the inevitable subsequent student misbehaviour, will cost you ten times more time over the course of the academic year.



Almost everyday I see my peers enduring classroom management nightmares. And in a large amount of these situations of poor student behaviour has been caused by teachers not following through with promised sanctions.

Teachers not picking up on the little things. Turning a blind eye on occasion.

In other words, not working hard enough at classroom management.

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The advice I give to struggling teachers is always the same. If you want to experience a positive learning atmosphere in your classroom, then you must work hard at classroom management.

Everyone can avoid classroom management problems if they follow the rules and processes detailed in my book, Classroom Management 101, and if they are prepared to work hard to achieve their goals.

It takes time and energy to follow through all the time in the classroom, but don't underestimate how relatively stress free a well managed classroom can be in comparison to one where the teacher has little or no control.

I invest time at the beginning of the year to ensure that my class is well ordered and respectful.

Yes, it's probably more tiring at the start of year, but after a few weeks I claw all of that time back with interest.

Chapter 5:

Negative Teachers Produce Negative Students

I see teachers all the time who seem to be really struggling with their classroom management. Often these teachers will observe my lessons to get some tips to take back with them.

On occasion I'm invited to observe their lessons. And one thing always strikes me whenever I'm in these situations.

Almost every time, without fail, I notice that the teacher has no real passion for what they are teaching. No passion for their subject.

And when I look around the room the kids that they are teaching look bored. And half of the time I'm bored too. But the most noticeable thing of all is that even the teacher looks bored!

Now, I don't believe that as teachers we are here to entertain the students that we teach. I'll leave that to their PSP or Nintendo.

While not my way of doing things, chalk and talk teaching, with students doing lots of written work, doesn't have to result in a poorly behaved class.

Students don't have to be entertained to be well behaved.

But I strongly believe that if a teacher lacks passion for what he teaches, and looks bored and disinterested when delivering the subject material, that they will have more classroom management problems as a result.

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I'm not saying that these teachers should be a beacon of happiness. Or that joy and dedication should radiate from their over burdened shoulders. This job is often far too difficult and stressful for that to happen on a daily basis.

But teachers need to exude a passion for their subject. Teachers need to look as though they are enjoying what they are doing.

If you go into a classroom with a deep frown and a miserable expression, then poor student behaviour will be just around the corner.

So many teachers experience classroom management nightmares simply because they are not positive in the classroom. They look as though they hate what, and who, they are teaching.



Be enthusiastic and positive in the classroom, and convey a real passion for what you do. Do this and you will soon notice an improvement in the behaviour of the students that you teach.

In my free classroom management mini-course I detail exactly how to stay positive, and the benefits this brings. Grab it now by clicking [HERE](#).

I'll be completely honest with you now. My lessons are not always all singing and all dancing affairs. I live in the real world just like you, and I experience the often repressive pressure that this job brings.

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Yes, I like to be as creative as possible in the classroom. Yes, I like to ‘wow’ my pupils with the quality of my resources.

But a LOT of the time I am just unable to produce lessons to this standard. The pressure on my time makes it almost impossible.

Whether it’s writing reports, or marking exams, I just don’t have the ability to deliver knockout lessons, time after time.

But I always convey a sense of energy in the delivery of the subject content. The students enjoy coming to my lessons because I’m always positive, and super enthusiastic. Even on a rainy winter morning I still get myself pumped up for the class as they walk into my room.

Think about when you were at school. How did you feel going to lessons where the subject material was often delivered in a dry and sombre environment.

Here’s a hint that I learned a few years ago.



Your resources don’t always have to jump off the table and grab the students that you teach.

Your planning doesn’t have to be creative and innovative every lesson either.

But you must always show your pupils that you love teaching. You must always show them that you love teaching them.

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Teach your lessons in an enthusiastic and animated way and the students that you teach will enjoy coming to your class. And if they enjoy coming to your class then you can almost guarantee that there will be less classroom management problems as a result.

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Chapter 6:

Things Can Only Get Better!

Every day I take comfort from this little piece of wisdom...

My classroom management skills are today the worst they ever will be



Everyday I strive to get a little bit better. Everyday I try to push my classroom management skills to the next level.

Why? Because I'm never content with my skills or expertise. No matter how good they are.

And nor should you be.

You see, by constantly reflecting upon my teaching I am always looking for ways I can improve. And identifying weaknesses in my teaching is the first step towards improving them.

You see, I can't improve my weaknesses if I don't know what they are. And neither can you. Which is why after every lesson you should be reflecting too.

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And I don't mean that you have to fill in some fancy lesson evaluation proforma. I am asked to do that in my school and I consider it to be a waste of time.

Instead you should be engaging in real, meaningful and honest evaluation.

When you're cooking. When you're commuting. Even when you're on the toilet!

Think about your last lesson and ask yourself what went well. Be honest about what could be improved. Imagine what you would have done differently and what the likely outcome of this change would have been.

I've seen far too many teachers experiencing classroom management nightmares, who just walk out of the lesson from hell and then block it from their mind.

How can these teachers expect to improve if they are not honestly evaluating what is going wrong?

How can you expect to improve your teaching if you are not reflecting thoughtfully upon every lesson?

Reflect upon your lessons in this way and you WILL improve your classroom management skills.

And once you start modifying your teaching, based upon your daily lesson evaluation, your teaching will improve day after day.

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And once this happens then you too can take comfort from the fact that your classroom management skills today are the worst they ever will be.



Why? Because every day now for the rest of your career your skills will get just a little bit better. And trust me, that makes all of the difference

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Chapter 7:

Discover The Quickest Way To Gain The Total Control of The Classes That You Teach Today!

I hope that these pages have given you some hope that your classroom management problems can be fixed.

Hopefully you now understand that YOU too can gain the total control AND respect of the classes that you teach...and fast!

Just like driving, classroom management is a skill that can be learned.



Which is why I've literally spent months writing '[Classroom Management 101... Secrets of Effective Classroom Management Revealed](#)'.

This is NOT some academic textbook full of research and theory.

My book is the DEFINITIVE classroom management guide which is literally packed full of practical and powerful tips and strategies that will put you back in control....starting today.

Check out Classroom Management 101 for yourself and DOWNLOAD the whole package NOW by clicking the [HERE](#)

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Check out what some of our previous customers thought about this exciting package....

"In his book, Classroom Management 101, Lee McIntyre identifies the common problems all teachers face in the classroom everyday. He manages to address the issues and offers workable solutions that leave you wondering why you hadn't tried it before; such is the simplicity of his advice. While those in teaching often laugh off ridiculous suggestions to cope with classroom management, Lee's solutions are workable and rooted in common sense.

With a refreshingly friendly and informal tone, this book is well worth the money and the read. Classroom Management 101 would suit all in teaching, whether you're new to teaching or experienced. Lee's book offers invaluable and practical classroom management techniques that will leave you dying to try them out!"

The Infet Team
www.Infet.co.uk

"Super Stuff, and so easy to follow. I'm currently only a trainee but your book has really helped to improve my teaching. Even my tutor commented this week that he has seen an improvement in my classroom management skills!

John, US

Classroom Management Nightmares...And How To Avoid Them

"Reviewing this book was an absolute pleasure. Insightful, and compelling, Classroom Management 101 is a must read for teachers everywhere.

Whether you're a trainee or a teacher with 30+ years of experience you WILL learn something from the book. In fact, if this book doesn't improve your teaching then you're probably in the wrong job!

A very warm thanks to Lee McIntyre for creating such an easy to read classroom management 'bible'. This should be THE reference guide for teachers everywhere."

Kelly (aka Ripple Girl)

www.ParasitesParadise.com

I just wanted to email and say how much I'm enjoying your book. I'm only half way through at the moment but so far it's been worth every penny. I can't wait to try out some of your techniques on my class tomorrow. They won't know what's hit them!

Jane, Boston, US. Customer

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