

# *Being The Leader In The Classroom*

## Six Strategies That Will Help Us Be Our Best For Our Students.

### *1. Accept that teaching involves emotional experiences.*

Realize that these are inevitable. No amount of preparation can prepare for every occurrence in the classroom. However, if we are to teach students to control their emotions, it is imperative that we as teachers control our own emotions and to not overreact in dealing with these inevitable situations.

### *2. Prepare yourself.*

Without some forethought, you likely will be caught off guard and potentially behave in ways that exacerbate problems and prone to overreacting, which always causes more problems than it solves. Think about your intuitive reaction to varying situations and understand how others may interpret those reactions. Your gut reaction may prove appropriate in some situations and very wrong in others. Consider how you react to different situations and how your students may react to your behavior. Discussing these issues with colleagues can help us find strategies to deal with classroom situations effectively.

### *3. Take care of yourself.*

There are dysfunctional ways to cope with the stress of teaching (e.g., drinking excessively, overeating, complaining uncontrollably, and/or verbally abusing kids) and healthy ways (e.g., exercising, talking things out, journaling, and/or creating a discussion group). Find healthy strategies that work for you.

### *4. Become emotionally mature.*

Understand others' emotions, understand your own emotions, and learn how to regulate those emotions in constructive and appropriate ways. Without this sort of understanding and maturity, you will continually make decisions and take actions that cause problems for students and yourself.

### *5. Understand your expressions.*

Students react to teachers. Learn that how you express your emotions makes a difference. Here again, not overreacting is probably a useful caution. Since they are not adults, we can't expect the student to be the adult so, therefore, we must be the adult in our classroom.

### *6. Learn not to panic.*

Sometimes, immediate responses are necessary. But in most instances, learning not to panic – overreact (remember the idea of not hitting the “send” button on an inflammatory e-mail response) – and taking time to consider various options will pay dividends. Finally, you can help yourself and promote your growth if you take time to develop a personal emotional plan. Think about how you react in various situations. Be honest with yourself. Set your goals for any particular set of circumstances and find the information you will need to make the best decision. Then develop the steps necessary to move forward. A little planning can go a long way in helping you to circumvent or stifle potentially dangerous emotional situations for you in your classroom.

Adapted From: