

## **Classroom Management Stance**

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As a new educator, I have come to believe that every student has the potential to thrive in a classroom where they feel valued, supported, and empowered to take ownership of their learning (Milner et. al., 2019). I have begun to see the classroom as a collaborative space, not one-size-fits-all, but a dynamic process shaped by student voice, experiences, and meaningful relationships (Milner et. al., 2019). When students feel safe to take risks and see their identities reflected in the learning environment, they can engage more effectively and develop the confidence to grow both academically and personally. My approach to teaching dental hygiene will center on the ideas that students learn best when instruction is purposeful in strategy, inclusive, and connected to the real world. Since developing through this course, I hope to shape my classroom management principles to be based on leading with empathy, structure, and high expectations.

Having high expectations for students has been shown to increase academic success, just as having low expectations can lead to lower success (Milner et. al., 2019). Building on this belief, I will strive to create a classroom culture of high expectations rooted in active engagement, critical thinking, and skills development. In dental hygiene, this can be observed through the rigorous academic expectations of our students and the precise fine motor skills they must develop while learning how to be patient centered clinicians. Ultimately, my goal is to help students become critical thinkers, problem-solvers, and compassionate individuals who are prepared to contribute positively to their communities.

Structure includes providing students with policies and procedures that they are expected to follow to be successful (Marzano et. al., 2003). Providing students with a clear syllabus at the beginning of our term will be my first step in providing structure. Being that I am a part of a larger program, I cannot always consider student input when developing policies, but perhaps I can consider their feedback when creating rubrics and guidelines for assignments and projects. Group input can allow policies to be seen as a contract amongst us and be more successful (Marzano et. al., 2003).

Caring classroom environments involve having empathy towards our students and being culturally responsive to their needs (Milner et. al., 2019). Empathy is understanding that another person's feelings, situations, and experiences have an impact on their learning styles and processes (Cambridge, 2025). We can accomplish this by building relationships with our students, fostering trust, belonging, and respect. It is critical that I remember to be self-reflective of my practices and show my care and commitment to my students' success. By simply showing students you believe in them, you can create a positive impact on their journey.

By combining structure with empathy, and high expectations, I aim to inspire students to take ownership of their learning and believe in their potential. Teaching is not just about delivering content, it is about empowering young people to become confident, capable learners for life. As a new educator, my belief is that all students deserve a learning environment where they feel seen, supported, and challenged to grow. Through the integration of empathy, structure, and high expectations, I aim to cultivate a classroom culture that promotes academic rigor, personal growth, and professional development—particularly within the field of dental hygiene (Milner et. al., 2019). By building meaningful relationships, maintaining clear expectations, and staying open to reflection and feedback, I can better support students as they develop the skills and confidence needed to succeed both in the classroom and in their future careers. Ultimately, I am committed to fostering a space where students not only learn but also feel empowered to become compassionate, competent, and community-minded dental professionals.



The photo above is a visual of my preferred classroom set-up. It fosters community by grouping students together, rather than having single seats. It also allows space for me to walk around easily and provide one-on-one instruction with each student. I have a whiteboard for drawing visuals (which I will be receiving a larger version of soon) and a monitor for delivering PowerPoint lectures and showing video skill demonstrations.

## References

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