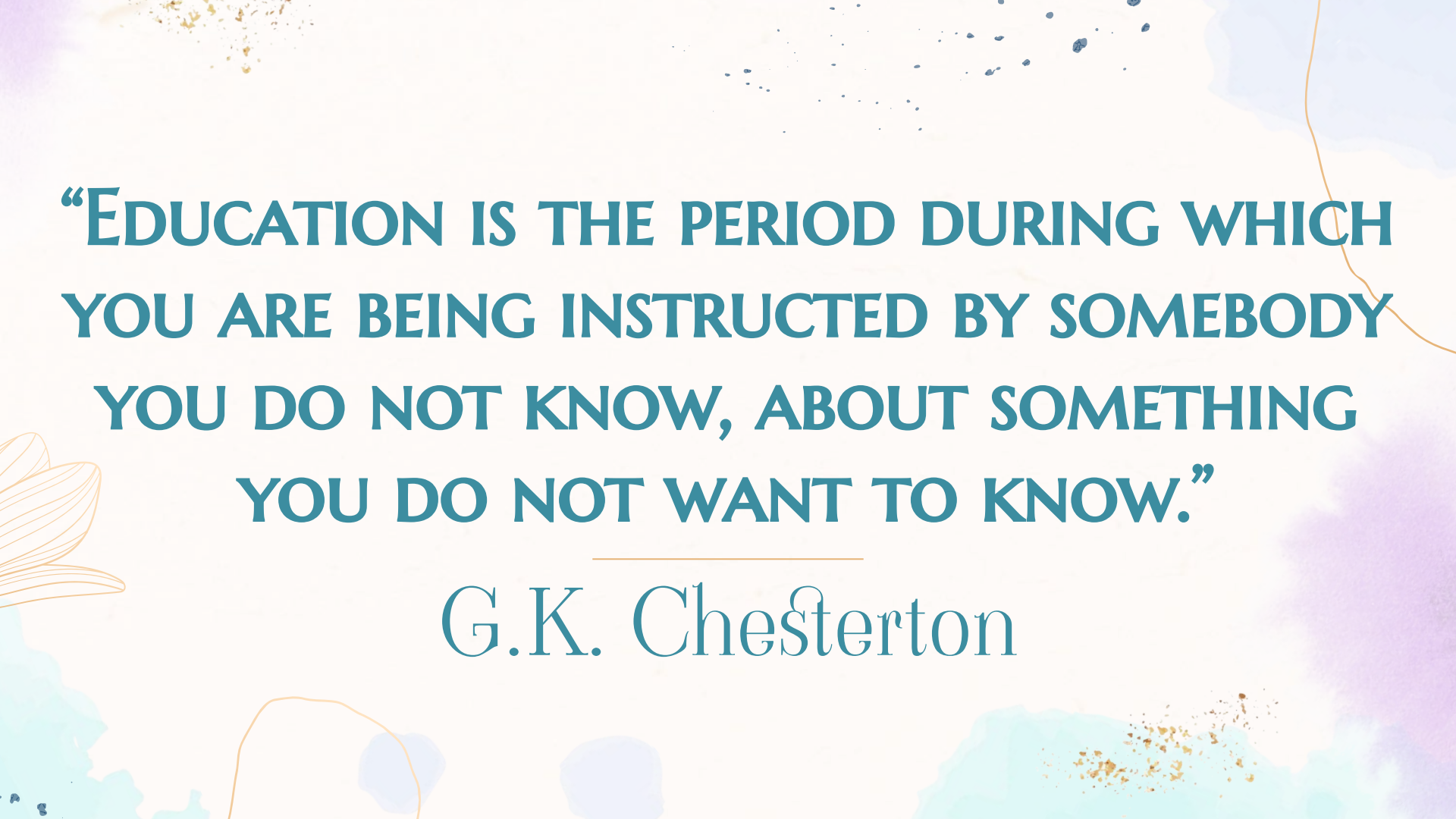




THE SHEPHERD TEACHER

Gracious

CLASSROOM MANAGEMENT



**“EDUCATION IS THE PERIOD DURING WHICH
YOU ARE BEING INSTRUCTED BY SOMEBODY
YOU DO NOT KNOW, ABOUT SOMETHING
YOU DO NOT WANT TO KNOW.”**

G.K. Chesterton

BEGIN WITH THE END IN MIND

Shepherding Hearts

Directing Affections

Ordering Loves

HOW DOES MY CLASSROOM MANAGEMENT
ORIENT STUDENTS TO LOVE WHAT GOD LOVES?

**“OUR GOAL IS NOT TO MAINTAIN
CONTROL AT ANY COST; IT IS RATHER
TO PERSUADE. INFLUENCE AND
PERSUASION ARE ALWAYS MORE
IMPORTANT THAN DISCIPLINE.”**

Ted Tripp



IT IS EASY TO REDUCE
CLASSROOM MANAGEMENT
TO **CONTROL** AND **COMPLIANCE**.

WE ARE ALL TEMPTED TO HANG APPLES SOMETIMES.

Sources of Temptation

- Fear of Man
- Impatience
- Exhaustion
- Neglect
- Laziness



SHEPHERDING REQUIRES

- Diligence to build relationships
- Humility to get messy and show imperfection
- Discernment to know when & how to guide.
- Patience to wait in the messiness with students
- Willingness to seek and accept help
- Loss of control of the appearance of situations



SHEPHERDING RELIES ON THE WORK OF THE HOLY SPIRIT

**You can not control and will not see all the
work that shepherding produces.**

**It is not our job to change hearts but it is our
job to show students how much they need
heart change.**

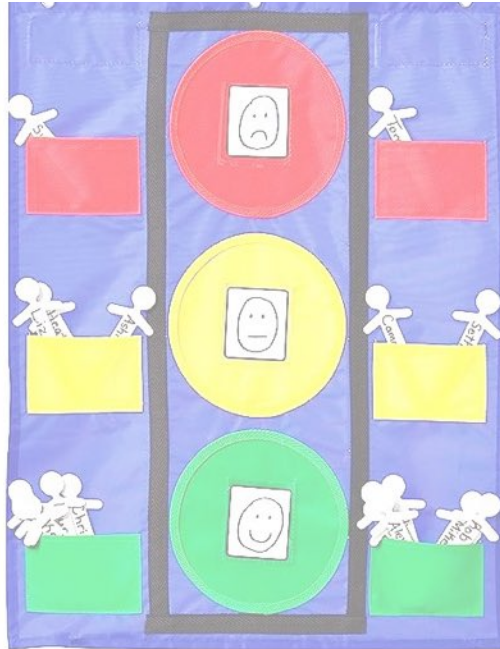
Behaviorism Cycle



Child gets better at displaying the desired behavior at advantageous times... for a price

BEHAVIORISM AMPLIFIES SIN

Behaviorism Appeals to
What is Wrong in a Child



**“VIRTUE IS RIGHTLY ORDERED LOVE,
THE CONDITION OF AFFECTION IN
WHICH EVERY OBJECT IS ACCORDED
THAT KIND OF DEGREE OF LOVE WHICH
IS APPROPRIATE TO IT.”**

C.S. Lewis, *Abolition of Man*

Individual Shepherding

Guiding students to their profound need for the gospel through daily life one on one.

Loving, Truthful Communication

Frequent, straight forward communication, Honest and gracious in tone to students & parents.

Relational Components

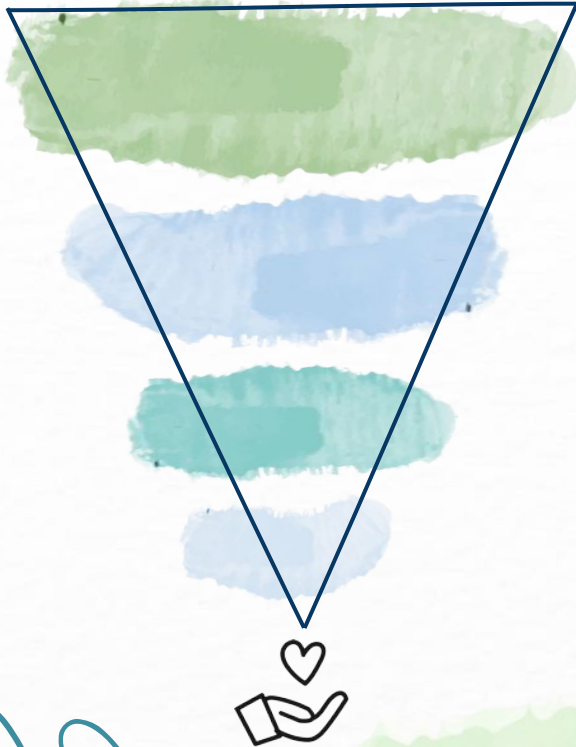
Whole-Flock Shepherding

- Developing unity, respect, and responding to the Spirit to share truth that applies to many student's hearts.

Teacher Model

Who you are and how you lead sets the tone for your classroom & teaches your student what you love

Timecard of a Classroom Shepherd



Instructing

Explicitly training students on expectations & Godly perspectives

Modeling

Demonstrating rightly ordered affections

Correcting

Seeing behavior that does not meet expectations and redirecting it

Shepherding

Guiding students to view the attitudes of their hearts in the light of God's Word & correct their path

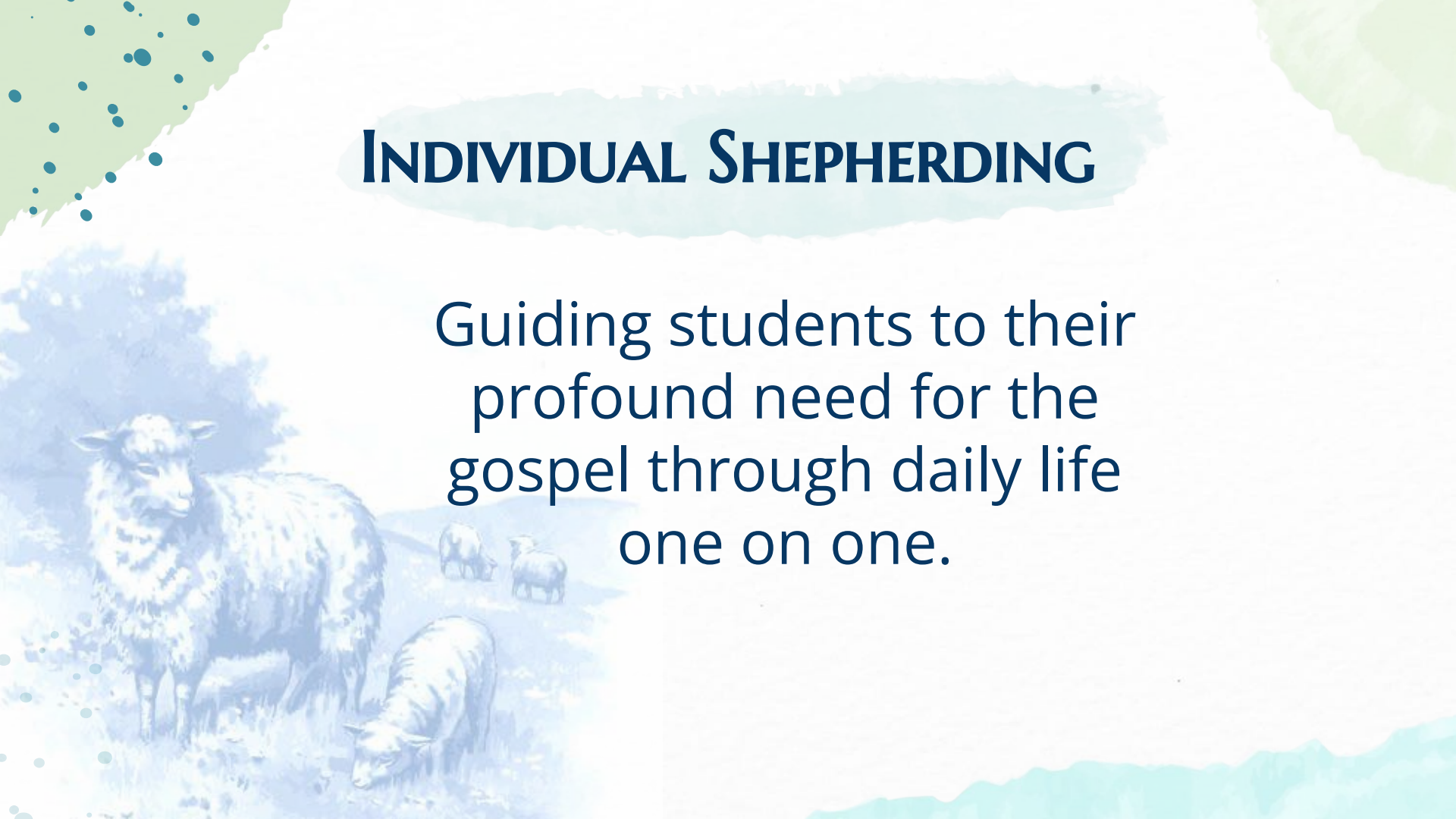


**“CLASSROOM MANAGEMENT IS NOT ABOUT
HAVING THE RIGHT RULES...
IT’S ABOUT HAVING THE RIGHT
RELATIONSHIPS.”**

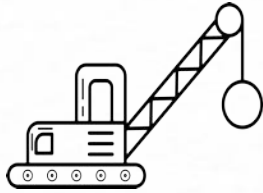
Danny Steele

INDIVIDUAL SHEPHERDING

Guiding students to their
profound need for the
gospel through daily life
one on one.



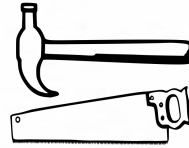
SHEPHERDING RESTORES HEARTS



DEMOLISH

Destroys the child in the process of trying to destroy the sin.

Quick, cheap, lasting impact of unknown quality



REMODEL

Pushes the sin deeper to a less visible place or covers it up.

Fairly quick and cheap, very temporary impact of unknown quality.



RESTORE

Gently gets to the heart of the sin so it can be destroyed. Slow and requires Holy Spirit, lasting impact of good, true, & beautiful quality.

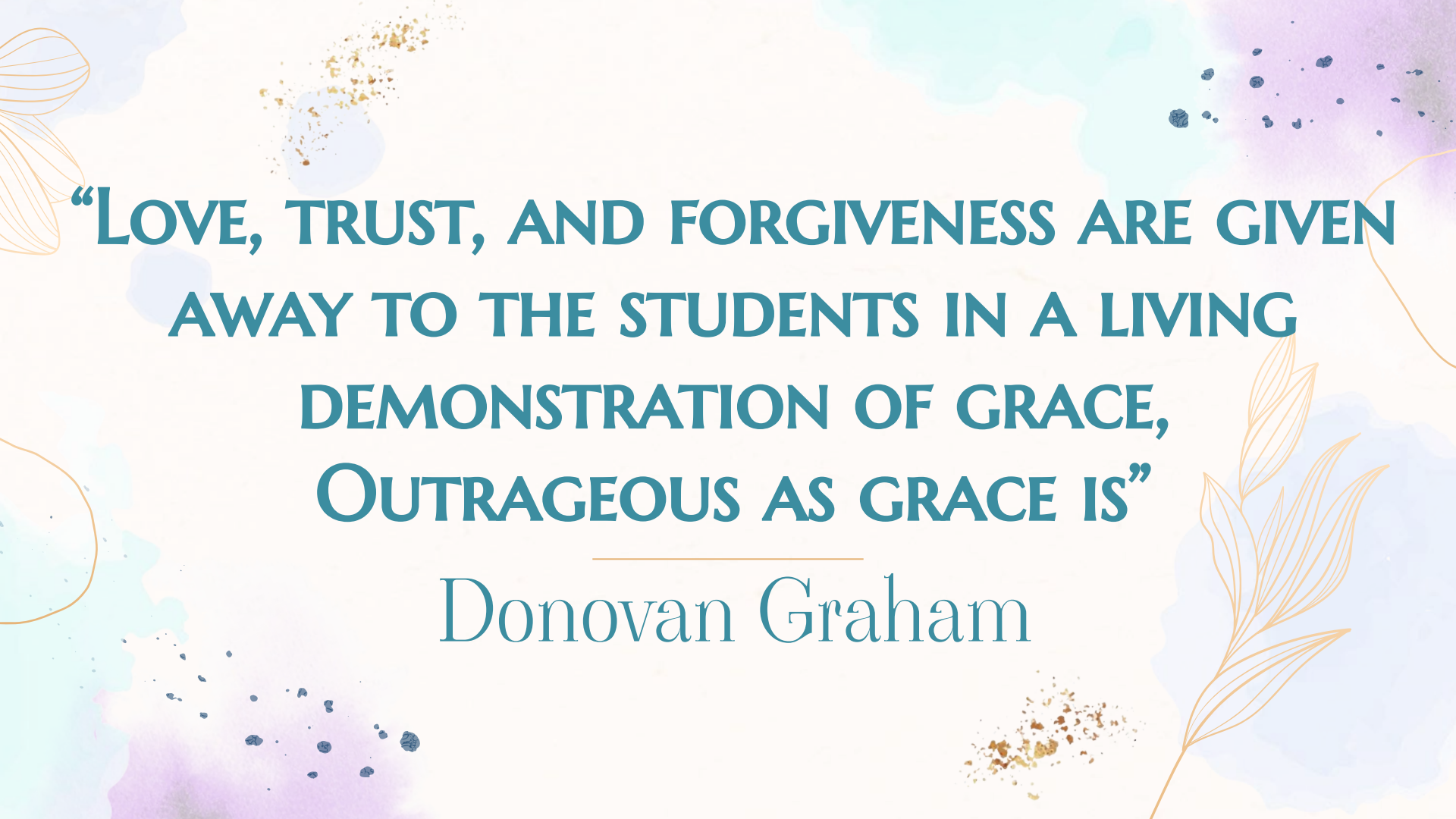
SHEPHERDING QUESTIONS

TO ASK THE STUDENT

1. What was going on?
2. What were you thinking and feeling as it was happening?
3. What did you do in response?
4. Why? What did you want to accomplish?
5. What was the result?

TO ASK YOURSELF

1. How does Christ see this child?
2. How has Christ dealt with me when I have sinned?
3. What does Christ command me to do?
4. What can Christ do with this student?
5. What is going on in this student's life?



**“LOVE, TRUST, AND FORGIVENESS ARE GIVEN
AWAY TO THE STUDENTS IN A LIVING
DEMONSTRATION OF GRACE,
OUTRAGEOUS AS GRACE IS”**

Donovan Graham

WHOLE-FLOCK SHEPHERDING

Developing unity, respect, and responding to the Spirit to share truth that applies to many student's hearts.



CLEARING THE NARROW PATH

Purpose

- Cultivating group unity
- Creating clear boundaries for making decisions
- Giving students the tools to clear paths themselves

Methods

- Targeted assignments
- Devotions
- Object Lessons
- Lunch conversations
- Storytelling
- Peer-to-Peer teaching

A faded background image of a shepherd wearing a hat and a light-colored vest, standing in a field with a large flock of sheep. The scene is hazy, with mountains visible in the distance.

TEACHER MODEL

Who you are and
how you lead sets
the tone for your
classroom &
teaches your
student what you
love

**“AS GOD’S AMBASSADOR YOU DO NOT
RELATE TO A STUDENT NEUTRALLY,
YOU ARE EITHER PART OF GOD’S WORK
OR IN THE WAY OF IT”**

Paul Tripp

**TAUGHT CURRICULUM:
THE PLANNED
CONTENT**

**CAUGHT
CURRICULUM:
THE TEACHER**



LOVING, TRUTHFUL COMMUNICATION

Frequent, straight forward communication, honest and gracious in tone to students & parents.



Classroom & Subject Liturgies

There is a rhythm to the day, the class, the life inside your classroom. The pieces that create this are good, true, & beautiful.

Established Expectations

- Students know what you desire from them, how to achieve it, and what to do if they fall short.

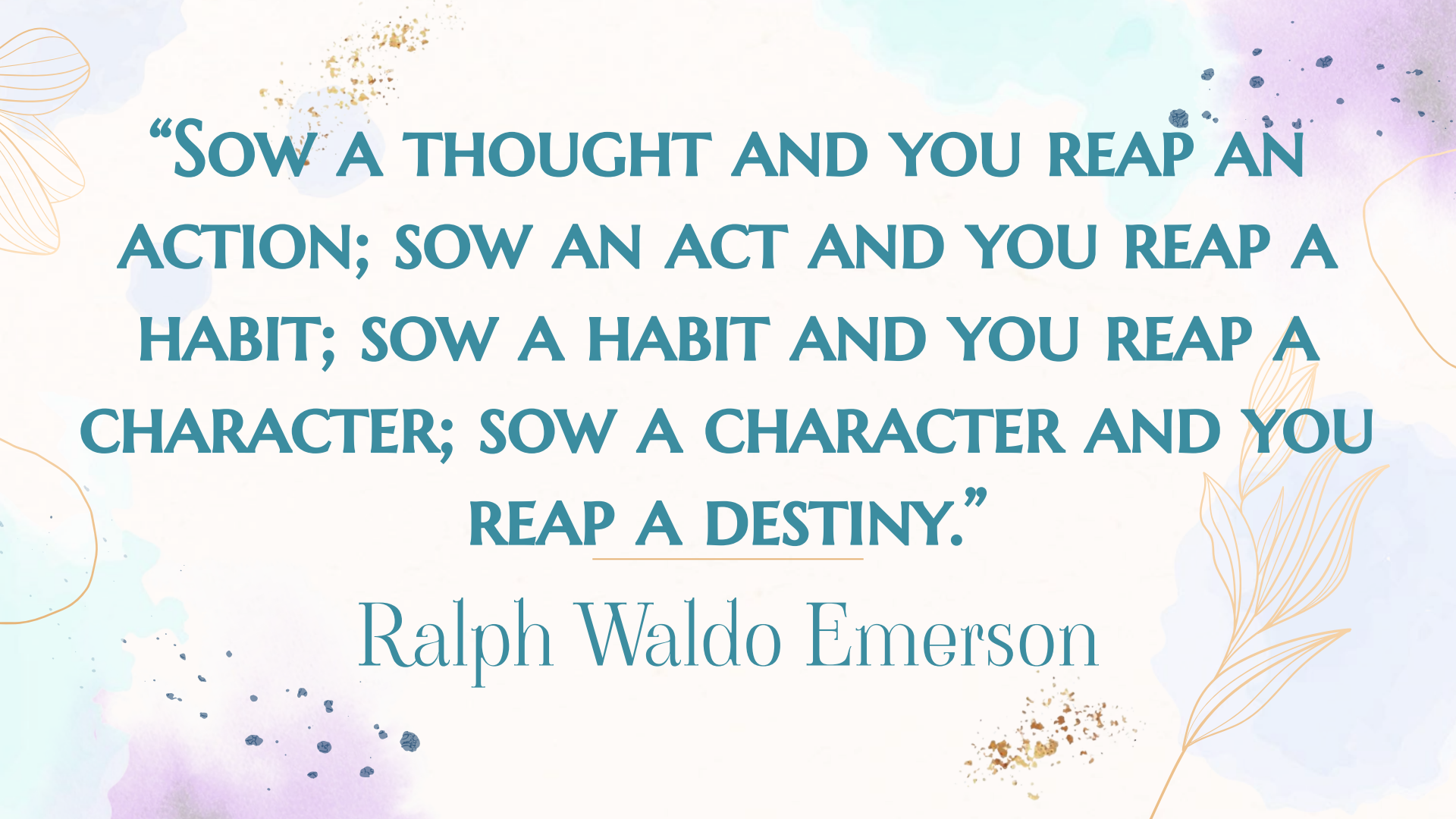
Practical Components

Routines & Procedures

Your routines & procedures are consistent, equitable, and logical. Your time and attention to them is evident.

Aesthetics

Your classroom is thoughtfully designed to be beautiful & welcoming. It creates an atmosphere for Scholé learning.



**“SOW A THOUGHT AND YOU REAP AN
ACTION; SOW AN ACT AND YOU REAP A
HABIT; SOW A HABIT AND YOU REAP A
CHARACTER; SOW A CHARACTER AND YOU
REAP A DESTINY.”**

Ralph Waldo Emerson

CLASSROOM & SUBJECT LITURGIES



These create the rhythm to the day, the class, the life inside your classroom.



CONSIDERATIONS FOR A CLASSROOM LITURGY

- Clear priorities: What comes first? What never gets missed?
- Daily repetition and review for permanent learning
- Worthy content
- Consistent expectations
- Predictable reactions

ESTABLISHED EXPECTATIONS

Students know what you desire from them, how to achieve it, and what to do if they fall short.



THE ROLE OF RULES



CORRECTION

Rules provide a standard of correction



PROTECTION

Rules provide protection



GUIDELINES

Rules provide a guideline toward heart change

REACTIONS & CONSEQUENCES



GRACE

Getting a
blessing we do
not deserve




JUSTICE

Getting the
consequence we
deserve



MERCY

Not getting the
consequence we
deserve



ROUTINES & PROCEDURES



Your routines & procedures are consistent, equitable, and logical.

Your time and attention to them is evident.

REFLECTING AN ORDERLY GOD

- If your routines procedures do not show care and attention why would your students respond with care and attention?
- Are your routines and procedures training students to develop virtue?

mistakes
ARE PROOF
that you are
TRYING.



OPEN A
BOOK



GROW YOUR
MIND

THROW
KINDNESS
AROUND
LIKE
CONFETTI!



DARE
TO
DREAM

★ HIDDEN MATH ★

$$10 = 10.0$$

There is a decimal point at the end of every whole number.

$$10 = \frac{10}{1}$$

There is a denominator of 1 for all whole numbers.

$$x = 1x$$

There is a coefficient of 1 to the left of every variable that is without a number (if it was $10x$ then 10 would be the coefficient)

$$10 = +10$$

There is a positive sign to the left of every number. (unless there is already a - sign, then it would be a negative number)

$$10 = 10^1$$

There is an exponent of one on every whole number.

$$100^0 = 1$$

Any number to the zero power equals 1.

MULTIPLICATION
SIGNS & SYMBOLS

$a \times b$ $a \cdot b$
 ab $a * b$
 $a(b)$

DIVISION
SIGNS & SYMBOLS

$a \div b$ a / b
 $\frac{a}{b}$ $a \overline{)b}$

AESTHETICS

Your classroom is thoughtfully designed.



SHEPHERDING BEGINS **BEFORE** THE STUDENTS ENTER OUR CLASSROOMS

- Have you designed an inviting, restful, and undistracting classroom that points them to the good, true, & beautiful?
- Have you considered how God has created your students in crafting your expectations for them?
- Have you prayed for them?



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