

‘BALANCING PEDAGOGICAL EFFECTIVENESS WITH CLASSROOM MANAGEMENT IN IB/IGCSE CONTEXTS’

A Literature-Based Theoretical Analysis



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Balancing Pedagogical Effectiveness with Classroom Management in IB/IGCSE Contexts: A Literature-Based Theoretical Analysis

Abstract

This literature-based theoretical analysis examines research on effective classroom management strategies in International Baccalaureate (IB) and International General Certificate of Secondary Education (IGCSE) settings. Through a systematic review of the scholarly literature on classroom management theory, constructivist pedagogy, culturally responsive teaching, and international education, this paper synthesizes evidence-based practices for maintaining classroom decorum while delivering engaging, inquiry-based instruction. The analysis explores the unique challenges of managing student-centered learning environments characteristic of IB/IGCSE programs, where traditional authoritarian approaches may conflict with program values that emphasize student agency, critical thinking, and international-mindedness. Drawing on established classroom management frameworks including Marzano's research-based strategies, Kounin's principles of lesson momentum, Positive Behavior Interventions and Supports (PBIS), and restorative practices, this paper identifies strategies that successfully balance instructional delivery with positive behavior management. The final section provides practical implementation recommendations for teachers working in IB/IGCSE contexts, outlining concrete steps for establishing preventive systems, employing non-disruptive interventions, building positive relationships, and creating culturally responsive classroom communities that align with international education values.

Keywords: classroom management, IB education, IGCSE, literature review, teacher practice, instructional effectiveness, international education, constructivist pedagogy

Chapter 1: Introduction

1.1 Background and Rationale

The International Baccalaureate and IGCSE programs represent globally recognized educational frameworks that have gained increasing prominence in international education. According to the International Baccalaureate Organization (2020), IB programs now serve over 1.95 million students in more than 5,500 schools across 159 countries worldwide. Similarly, Cambridge

Assessment International Education (2020) reports that IGCSE qualifications are offered in over 10,000 schools worldwide. These programs share common philosophical foundations, emphasizing critical thinking, international-mindedness, inquiry-based learning, and student-centered pedagogy.

While these pedagogical approaches foster deep understanding and engagement, they also present distinct classroom management challenges that differ from traditional, teacher-directed instruction. Twigg (2010) notes that successful inquiry-based teaching in IB programmes requires teachers to balance student autonomy with the necessary structure—a tension that lies at the heart of effective classroom management in these contexts. Unlike conventional classrooms, such as those in SSC, ICSE, and CBSE schools, where teacher authority and direct instruction predominate, IB/IGCSE environments encourage student discussion, collaborative projects, questioning, and active knowledge construction (International Baccalaureate, 2020). These features that make learning engaging can also create opportunities for off-task behavior and disruption if not managed effectively. I have seen this all my life, but especially while doing my PGCITE course here at Podar International School IB, Santacruz, India. I always made my learning material engaging, changing my activities every 15 minutes even for my IBDP students, and alternating between writing, listening, and collaborative assignments accordingly. This is because I have realized that Gen Z and Gen Alpha students today have very short attention spans and their retentive capacity for a full-on lecture can only be for a maximum of 15 minutes at a stretch (Tim Elmore and Andrew McPeak 2019). I cannot change that for now, but I can get around it by at least making my teaching very engaging, unique in content, and rich in intellectual stimulation.

The challenge for teachers in IB/IGCSE contexts is not choosing between effective teaching and classroom control but rather finding strategies that seamlessly integrate both. As Cornelius-White and Harbaugh (2010) demonstrate, student-centered relationships and management approaches correlate with increased student participation, satisfaction, and achievement; however, these approaches require clear structures and expectations to prevent chaos. It was personally difficult for me to teach IBDP-1 English (SL) at Podar International at first because of the lack of clear expectations on the part of the students regarding what decorum meant in a Humanities classroom setting at the IBDP level at the school. Even after making myself clear, because of the lack of management cooperation and initiative to make their classroom decorum expectations clear in the minds of their IBDP-1 (SL) students, I was forced to change the class and take on the English (HL) IBDP-1 class, which then went on beautifully as usual. It was not that my work was not engaging, but that a handful of students were devoted solely to causing chaos and disrupting my class that day at any cost.

Traditional authoritarian management strategies may control behavior but can undermine student agency and critical thinking, which are central to the IB/IGCSE philosophy. Conversely, overly permissive environments may honor student voices but fail to provide the structure necessary for effective learning.

1.2 Statement of Purpose

This literature-based theoretical analysis examines research on effective classroom management strategies specifically applicable to IB and IGCSE educational contexts. This paper synthesizes existing scholarly literature to answer the central question: **How can teachers in IB/IGCSE settings maintain classroom decorum and productive learning environments while implementing the inquiry-based, student-centered pedagogies that define these programs?**

This analysis is significant for several reasons.

Pedagogical significance: The constructivist approaches favored in IB/IGCSE require management strategies that differ from traditional direct instruction, yet research specifically addressing management in these contexts remains limited. This study bridges this gap by synthesizing relevant research and applying it to IB/IGCSE contexts.

Contextual Significance: IB and IGCSE schools serve culturally diverse international student populations with varying expectations regarding classroom behavior, authority, and participation (Hayden and Thompson, 2016). Management strategies must be culturally responsive while maintaining consistent expectations. Like at Podar IB, there are many American students present there who do not appreciate being guided regarding their extension essay topics or what TOK thesis they wish to take up, whereas the Chinese students I have noticed crave such attention. However, we must also realize that we are living in the age of AI with Gen Z and Gen Alpha students who are the most globally connected students in the world (McCrindle and Fell 2024), and the earlier idea of cultural responsiveness in an IB/IGCSE classroom setting has taken on a new form of inclusiveness and respect for all. Stereotypes are not appreciated by Gen Z or Gen Alpha students and compared to their Millennial predecessors, these students are more devoted to self-expression and gender identification; which makes it again equally important for IB/IGCSE teachers to learn the correct pronouns with which to address students (Jean M. Twenge 2023).

Practical Significance: Teachers in IB/IGCSE schools face daily challenges in balancing programmatic ideals with classroom realities. This analysis provides evidence-based guidance based on research rather than anecdotal experience.

Theoretical Significance: This study contributes to the understanding of how established classroom management theories apply (or require adaptation) in international, constructivist educational contexts.

1.3 Research Questions

This literature review was guided by the following questions:

Primary Research Question: What does existing research indicate about effective strategies for balancing curriculum delivery and classroom management in IB/IGCSE settings?

Sub-Questions:

1. What theoretical frameworks best explain effective classroom management in student-centered learning environments?
2. What does the research identify as the key challenges to maintaining decorum in inquiry-based classrooms?
3. Which evidence-based management strategies align with the IB/IGCSE pedagogical values and approaches?
4. How can classroom management strategies be culturally responsive in international school contexts?
5. What preventive systems do research findings suggest for reducing classroom disruption?
6. How do teacher-student relationships influence classroom management effectiveness in student-centered environments?

1.4 Scope and Limitations

This paper focuses specifically on classroom management in IB and IGCSE secondary school contexts (students aged 11-18). While many principles apply across grade levels, developmental differences mean that strategies effective with adolescents may not transfer to primary settings.

The literature reviewed includes the following:

- Peer-reviewed scholarly articles on classroom management
- Books by established researchers in classroom management, international education, and constructivist pedagogy

- Official IB and IGCSE publications describing program philosophy and teaching approaches
- Research on culturally responsive teaching and international education
- Studies on student-centered and inquiry-based learning environments

Limitations include:

- Research specifically examining classroom management in IB/IGCSE contexts is limited, and much of the analysis involves applying general classroom management research to these specific contexts. In fact, this is not done in any B.Ed. program or PGCITE institute in India, because educators find it difficult to handle the many complex issues related to implementing some semblance of classroom management to Gen Z and Gen Alpha students (Elmore and McPeak 2019; McCrindle and Fell 2024) especially after the COVID-19 pandemic, which exacerbated the complex issues already present among students of the present generation (Greg Lukianoff and Johnathan Haidt 2018; McCrindle and Fell 2024).
- Most classroom management research originates from Western (particularly North American) educational settings and may not fully address non-Western perspectives. It almost seems like nothing at all is done in the way of classroom management research in Asian or African settings. In addition, Western Classroom Management research mostly focuses on countries where there are two or three major religious or ethnic denominations present in every IB/IGCSE classroom, such as in the USA in the 1970s, where there were mostly Black and White Americans, which is not applicable to the present-day globalized setting.
- Research quality varies; this study prioritizes peer-reviewed sources and established researchers but acknowledges that the field includes practitioner literature of variable rigor.

Thus, more research needs to be conducted globally on this topic, especially in connection with the present generation of the AI Age, who suffer, according to researchers Tim Elmore and Andrew McPeak (2019), from Nine Hidden Challenges, which are listed as follows:

1. Empowerment without wisdom
2. Stimulation without ownership
3. Consumption without reflection
4. External locus of control (believing life happens TO them, not BY them)
5. High anxiety levels
6. Declining resilience
7. Shorter attention spans
8. Instant gratification seeking

9. Self-regulation struggles due to constant tech exposure

1.5 Organization of the Paper

The remainder of this paper is organized as follows.

Chapter 2 presents a comprehensive literature review examining classroom management theory, IB/IGCSE pedagogical frameworks, culturally responsive teaching, and the role of teacher-student relationships.

Chapter 3 synthesizes the key themes emerging from the literature, analyzing how different theoretical perspectives converge to inform practice in IB/IGCSE contexts.

Chapter 4 provides evidence-based recommendations for practice, outlining the specific strategies teachers can implement.

Chapter 5 discusses the implications, challenges, and future directions for research and practice.

Chapter 6 concludes with reflections on balancing management and pedagogy in international educational contexts.

Chapter 2: Literature Review

2.1 Introduction

This literature review examines five interconnected areas: (1) the theoretical foundations of classroom management, (2) IB/IGCSE pedagogical frameworks and their management implications, (3) culturally responsive teaching in international contexts, (4) the role of teacher-student relationships, and (5) specific evidence-based management strategies. Together, this body of literature informs our understanding of how teachers can effectively manage classroom environments while implementing student-centered, inquiry-based instruction.

2.2 Theoretical Foundations of Classroom Management

2.2.1 Evolution of Classroom Management Theory

Classroom management theory has evolved significantly from purely behaviorist approaches emphasizing control and compliance to more comprehensive models that consider social-emotional learning, relationships, and cultural context. This evolution reflects broader shifts in educational philosophy from teacher-centered transmission models to student-centered, constructivist approaches.

Early Behaviorist Approaches

Early classroom management models drew heavily on behavioral psychology, emphasizing stimulus-response relationships and reinforcement contingencies. Canter and Canter's (1976) Assertive Discipline approach exemplifies this tradition, advocating clear rules, consistent consequences, and teacher authority. The model assumes that students will comply with expectations when teachers assertively communicate rules and follow predetermined consequences. While effective in controlling behavior, critics argue that these approaches are overly rigid, fail to address the underlying causes of misbehavior, and undermine student autonomy (Kohn, 2006).

Kounin's Preventive Management Principles

Kounin's (1970) seminal observational research identified key management skills distinguishing effective from ineffective classroom managers. His concepts remain foundational to contemporary practice.

- **Withitness:** Teacher awareness of everything happening in the classroom, often called "having eyes in the back of your head." Kounin

found that teachers who accurately identify and address misbehavior early, before it escalates, maintain better classroom control.

- **Overlapping:** The ability to handle multiple events simultaneously without losing the lesson momentum. Effective teachers manage disruptions while continuing their instruction.
- **Momentum and Smoothness:** Maintaining lesson flow without unnecessary interruptions. Kounin identified teacher behaviors that disrupt momentum, including "overdwelling" (spending excessive time on minor points) and "fragmentation" (breaking activities into unnecessary small steps).
- **Group Focus:** Keeping all students engaged and accountable during instruction through techniques such as keeping students in suspense about who will be called on, alerting students before asking questions, and ensuring variety in activities.

Kounin's work shifted focus from reactive discipline to proactive management, emphasizing prevention over punishment—a principle that remains central to contemporary approaches.

Contemporary Integrative Frameworks

Modern classroom management synthesizes behavioral, cognitive, and humanistic perspectives. Marzano's (2003) comprehensive framework, based on a meta-analysis of classroom management research, identifies four key dimensions:

1. **Rules and Procedures:** Establishing clear expectations and routines reduces ambiguity and creates a predictable environment. Marzano distinguishes between rules (behavioral expectations) and procedures (processes for accomplishing routine tasks), noting that both require explicit teaching and practice.
2. **Disciplinary Interventions:** When rules are violated, teachers must respond with appropriate consequences that maintain dignity while addressing behavior. Marzano emphasizes graduated interventions, beginning with subtle cues and escalating only as necessary.
3. **Teacher-Student Relationships:** Positive relationships characterized by appropriate levels of dominance (teacher as classroom leader) and cooperation (teacher demonstrates care and personal interest) form the foundation for effective management. Students are more likely to comply with teachers' expectations if they perceive them as caring and fair.
4. **Mental Set:** Teachers must maintain appropriate levels of "withitness" (Kounin's concept) and emotional objectivity, responding to misbehavior without taking it personally or becoming emotionally reactive.

Marzano's framework demonstrates that effective management requires multiple, integrated strategies rather than single approaches.

2.2.2 Positive Behavior Interventions and Supports (PBIS)

Positive behavior interventions and support represent a systems-level approach to behavior management, emphasizing teaching appropriate behavior rather than merely punishing misbehavior. While originally designed for school-wide implementation, PBIS principles also apply to individual classrooms (Sugai and Horner, 2006).

PBIS is grounded in several core principles.

- **Define and Teach Expectations:** Rather than assuming that students know how to behave appropriately, teachers explicitly define, teach, and practice expected behaviors. Expectations are stated positively (what to do rather than what not to do) and are connected to specific contexts (e.g., hallway behavior, group work behavior).
- **Acknowledge Appropriate Behavior:** PBIS emphasizes recognizing and reinforcing appropriate behavior at higher rates than those used to punish misbehavior. This shifts the classroom climate from punitive to positive.
- **Use Data for Decision-Making:** Teachers collect data on behavior patterns to identify when, where, and why problems occur, and then modify environments and instruction to prevent problems.
- **Tiered Support:** PBIS uses a three-tier model: Tier 1 (universal strategies for all students), Tier 2 (targeted interventions for at-risk students), and Tier 3 (intensive, individualized support). This ensures that struggling students receive appropriate support rather than repeated punishment.

Research has demonstrated the effectiveness of PBIS in reducing problem behavior and improving school climate (Bradshaw, Koth, Thornton, and Leaf, 2009). However, their implementation requires significant training and systemic support. For individual teachers, PBIS principles of teaching expectations, positive reinforcement, and data-based decision-making remain applicable, even without school-wide implementation.

2.2.3 Restorative Practices

Restorative practices offer an alternative to punitive discipline, focusing on repairing harm, rebuilding relationships, and developing empathy (Wachtel 2016). Rooted in restorative justice principles from criminology, this approach reframes misbehavior as harm to community relationships rather than rule-breaking, requiring punishment.

Key restorative practices include the following:

- **Affective Statements:** Teachers communicate how behavior impacts them and others using "I" statements that express feelings without blaming: "I feel frustrated when you talk while I'm giving instructions because it prevents others from hearing."
- **Restorative Questions:** When addressing misbehavior, teachers use questions that promote reflection, such as "What happened? What were you thinking at that time? Who has been affected? What needs to happen to make things right?"
- **Restorative Conferences:** Bringing together those involved in conflict to discuss what happened, share impacts, and determine how to repair the harm.
- **Community Building Circles:** Regular class meetings in which students share experiences, discuss issues, and build relationships.

Morrison and Vaandering (2012) argue that restorative practices align well with constructivist pedagogy because both emphasize dialogue, reflection, and active participation. However, its implementation requires a significant time investment and represents a fundamental shift from traditional authoritarian discipline. In IB/IGCSE contexts, where values such as being "principled" and "caring" are central, restorative approaches offer philosophically aligned alternatives to punishment-based discipline.

2.2.4 Culturally Responsive Classroom Management

Weinstein, Curran, and Tomlinson-Clarke (2003) argue that effective classroom management must be culturally responsive, recognizing that behavioral norms, communication styles, and concepts of respect vary across cultures. What counts as "appropriate" behavior, "respectful" communication, or "engaged" participation differs culturally, yet classroom management research and practice often reflect dominant cultural assumptions.

Gay (2018) identified several principles of culturally responsive classroom management.

- **Acknowledge Cultural Differences:** Recognize that students come from diverse cultural backgrounds that influence behavioral norms and expectations. What appears as "disrespect" may reflect different cultural communication styles.
- **Build Cultural Knowledge:** Learn about students' cultural backgrounds, communication patterns, and behavioral norms. This requires ongoing learning and genuine curiosity.

- **Establish Authentic Caring:** Demonstrating care through culturally appropriate means. In some cultures, caring teachers are warm and friendly, while in others, caring means being academically demanding and challenging.
- **Create Inclusive Communities:** Ensure classroom expectations accommodate diverse behavioral and communication styles rather than privileging dominant culture norms.
- **Communicate Explicitly:** Make expectations clear and explicit rather than assuming that students share implicit understandings of appropriate behavior.

For IB/IGCSE teachers in international schools serving students from dozens of countries, culturally responsive management is essential. Hayden and Thompson (2016) note that cultural diversity represents both strength and challenge in international schools, requiring teachers to navigate different norms while maintaining consistent expectations for student behavior.

2.3 IB and IGCSE Pedagogical Frameworks

2.3.1 Constructivist Learning Theory

Both the IB and IGCSE programs are grounded in constructivist learning theory, which fundamentally shapes their pedagogical approaches and, consequently, classroom management challenges. Constructivism posits that learners actively construct knowledge through experience and social interaction, rather than passively receiving information from teachers (Piaget, 1952; Vygotsky, 1978).

Piaget's Cognitive Constructivism

Piaget's theory emphasizes how individuals construct understanding through interaction with their environment, progressing through developmental stages characterized by increasingly sophisticated thinking. The educational implications include the following:

- Learning occurs through active engagement rather than passive listening
- Students need hands-on experiences and opportunities to manipulate ideas
- Cognitive conflict (encountering ideas that challenge existing understanding) drives learning
- Instruction should be appropriately matched to developmental level

Vygotsky's Social Constructivism

Vygotsky's theory emphasizes the social nature of learning and introduces concepts including:

- **Zone of Proximal Development (ZPD):** The gap between what learners can do independently and what they can achieve with guidance. Effective instruction targets the ZPD and provides appropriate scaffolding.
- **Social Interaction:** Learning occurs through social interaction and dialogue. Language is central to both thinking and learning.
- **Cultural Mediation:** Learning is culturally situated; tools, symbols, and practices shape how we think and learn.

Implications for Classroom Management

Constructivist learning environments require different management strategies than traditional direct-instruction classrooms. Brooks and Brooks (1999) note that constructivist classrooms are characterized by the following:

- Student questions driving curriculum and learning
- Primary sources and manipulative materials rather than textbooks
- Student interaction and dialogue
- Student-constructed understanding validated through discussion
- Teachers guiding and facilitating rather than transmitting knowledge

These features create management challenges: when students work collaboratively, talk, move around, and pursue individual questions, opportunities for off-task behavior increase. Oliver and Reschly (2010) emphasize that constructivist classrooms require strong organizational systems enabling student autonomy within structure. The challenge is to create enough freedom for inquiry while maintaining sufficient order for learning.

2.3.2 IB Approaches to Teaching and Learning

The International Baccalaureate explicitly articulates six Approaches to Teaching that guide instructional practice across IB programs (International Baccalaureate, 2020):

1. **Inquiry-based:** Teaching based on inquiry encourages students to ask questions, investigate, and construct their understanding rather than memorize facts.
2. **Conceptually focused:** Teaching focuses on key concepts and connections across disciplines rather than on isolated facts.
3. **Contextualized in local and global contexts:** Learning connects to real-world issues and authentic context.

4. **Collaborative:** Teaching emphasizes teamwork, cooperation, and learning from others.
5. **Differentiated** instruction meets diverse learning needs, interests, and readiness levels.
6. **Assessment-informed:** Teaching is responsive to ongoing formative assessments.

These approaches create dynamic, student-centered learning environments but also present management challenges for educators. Inquiry-based learning requires students to discuss, question, and explore activities that can become chaotic without effective management. Collaborative learning involves group work, which research shows is particularly challenging to manage effectively (Emmer and Gerwels 2006).

The IB Learner Profile

The IB Learner Profile identifies ten attributes describing the characteristics of internationally minded learners: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective (International Baccalaureate, 2020). Wells (2011) provides a critical analysis of the Learner Profile, noting that it represents an aspirational framework guiding student development.

From a classroom management perspective, the Learner Profile offers a value-based framework for establishing behavioral expectations. Rather than viewing management as controlling behavior, teachers can frame expectations through Learner Profile attributes.

- **Principled:** Making ethical choices, acting with integrity and honesty
- **Caring:** Showing respect, empathy, and commitment to service
- **Balanced:** Managing emotions and behavior effectively
- **Communicators:** Listening carefully and collaborating effectively

Walker and Goodman (2009) suggested that the Learner Profile should infuse all aspects of school life, including approaches to discipline and classroom management.

Approaches to Learning (ATL) Skills

IB programs emphasize teaching Approaches to Learning skills across five categories: thinking, communication, social, self-management, and research skills (International Baccalaureate, 2018). Self-management skills include organization, time management, and emotional regulation, which are directly relevant to classroom behavior.

Viewing behavior management through the ATL lens reframes it as skill development rather than compliance enforcement. Students who talk excessively during independent work are not simply misbehaving; they need to develop self-management skills. This reframing aligns management with IB pedagogy and creates opportunities for teaching rather than punishment.

2.3.3 IGCSE Pedagogical Approaches

Cambridge IGCSE programs, while less explicitly articulated than the IB's pedagogical frameworks, similarly emphasize student-centered approaches, including inquiry, critical thinking, and the application of knowledge to real-world contexts (Cambridge Assessment, 2019). The Cambridge Teaching and Learning Framework emphasizes:

- **Active Learning:** Students actively engage with content through discussion, investigation, and problem-solving
- **Metacognition:** Students reflect on their learning processes
- **Assessment for Learning:** Formative assessment guides instruction
- **Student Responsibility:** Students take ownership of learning

Similar to IB, these approaches create engaging but potentially challenging-to-manage learning environments.

2.4 The Role of Teacher-Student Relationships

Contemporary classroom management research increasingly emphasizes the importance of relationships in effective management. Multiple meta-analyses have demonstrated that positive teacher-student relationships correlate with reduced behavioral problems and increased engagement and achievement (Roorda et al., 2011).

2.4.1 Attachment and Relationships Theory

Pianta's (1999) application of attachment theory to teacher-student relationships provides a theoretical grounding for understanding why relationships matter for management. Secure attachments with teachers provide students with the following:

- **Safe base:** Feeling secure enough to take intellectual risks and explore challenging content
- **Emotional regulation:** Teachers help students manage emotions and behavior
- **Positive working models:** Experiences with caring adults shape expectations for relationships

Students with positive teacher relationships exhibit better classroom behavior, engagement, and achievement (Hamre and Pianta, 2001). Conversely, conflictual relationships predict increasing behavioral problems over time.

2.4.2 Cultural Dimensions of Teacher-Student Relationships

The meaning of "positive relationships" varies by culture. Weinstein, Tomlinson-Clarke, and Curran (2004) note that relationship-building looks different across cultures:

- **Communication styles:** Some cultures value direct communication; others emphasize indirect, contextual communication
- **Concepts of respect:** Respect may mean deference to authority or mutual regard between equals
- **Appropriate distance:** Comfortable interpersonal distance and appropriate familiarity vary culturally
- **Displays of caring:** Teachers show care through warmth and friendliness in some cultures, through high expectations and academic challenge in others

In IB/IGCSE international school contexts, teachers must build relationships across cultural differences, which requires cultural humility and a willingness to learn about students' backgrounds.

2.4.3 Relationships and Management in Student-Centered Classrooms

Cornelius-White (2007) conducted a meta-analysis examining relationships between learner-centered teacher variables (including empathy, warmth, and encouragement of critical thinking) and student outcomes. The findings showed significant positive correlations between learner-centered approaches and student achievement, participation, satisfaction, and reduced dropout.

In student-centered classrooms, where teachers share power and emphasize relationships, students are more invested in maintaining positive classroom environments. However, this does not mean abandoning structure; relationship-based management still requires clear expectations and consistent follow-through (Marzano, 2003).

2.5 Evidence-Based Management Strategies

This section synthesizes research on specific classroom management strategies, organizing them into preventive strategies (reducing the likelihood of misbehavior), active management strategies (addressing misbehavior during instruction), and relationship-building strategies.

2.5.1 Preventive Strategies

Research consistently demonstrates that prevention is more effective and less time-consuming than reactions (Simonsen et al., 2008).

Establishing Rules and Procedures

Clear expectations and routines form the foundation of effective classroom management (Marzano, 2003; Wong and Wong, 2018). Research indicates that effective teachers:

- Establish clear rules (behavioral expectations) and procedures (routines for accomplishing tasks)
- Limit rules to essential items (typically 4-6 rules)
- State rules positively when possible
- Teach and practice procedures until they become automatic
- Review expectations periodically, especially after breaks

Emmer and Evertson (2016) emphasize that simply posting rules is insufficient; effective teachers actively teach expectations through modeling, practicing, and providing feedback. In constructivist classrooms, co-creating rules with students increases buy-in while teaching democratic participation (Burden 2016).

Engaging Instructional Design

One of the most effective "management" strategies is engaging, well-designed instruction. When students find learning meaningful and appropriately challenging, behavioral problems decrease (Fredricks, Blumenfeld, and Paris 2004). Research on student engagement has identified key instructional features that maintain engagement.

1. **Clear learning goals:** Students understand what they're learning and why it matters
2. **Appropriate challenge:** Work is within students' zone of proximal development—challenging but achievable
3. **Relevance:** Content connects to students' lives, interests, and questions
4. **Variety:** Activities change regularly (typically every 10-15 minutes for adolescents)
5. **Active participation:** Students actively engage rather than passively listening
6. **Choice:** Students have meaningful choices in what or how they learn

For IB/IGCSE teachers, these features align naturally with inquiry-based pedagogy. Well-designed inquiry lessons maintain engagement through authentic questions, investigations, and relevance to real-world issues.

Classroom Organization and Physical Space

Physical classroom organization impacts students' behavior (Evertson and Weinstein, 2006). Effective arrangements:

1. Ensure teacher can see all students and move throughout room (visibility and proximity)
2. Minimize distractions and traffic flow problems
3. Arrange seating to facilitate instructional activities (flexible arrangements for different activities)
4. Organize materials so students can access them independently

For inquiry-based classrooms, organizations must support varied activities—whole-class discussions, small-group collaborations, and independent work—requiring flexible spaces and clear procedures for transitions.

2.5.2 Active Management Strategies

Even with strong preventive systems in place, teachers must address misbehavior during instruction. Effective strategies minimize disruption to learning while addressing behavior issues.

The Principle of Least Intervention

Effective managers use graduated interventions, beginning with the least intrusive strategies and escalating only as necessary (Charles and Senter, 2011). This preserves the lesson momentum while addressing behavior. The intervention hierarchy includes the following:

1. **Non-verbal interventions:** Eye contact, proximity, gestures, pausing
2. **Verbal interventions:** Simple redirections, questions, choices
3. **Logical consequences:** Natural or related consequences for continued misbehavior
4. **Individualized interventions:** Private conversations, contracts, specialized support

Research shows that nonverbal interventions effectively address most minor misbehavior (70-80%) without interrupting instruction (Jones, 2007).

Proximity and Movement

Teacher movement throughout the classroom serves multiple functions: monitoring student work, providing assistance, and managing behavior through proximity (Kounin, 1970). Strategic positioning near students showing signs of off-task behavior often redirected them without verbal intervention.

Choice and Framing

Offering choices increases student compliance while maintaining the authority of the teacher (Deci and Ryan, 2000). Rather than making demands ("Sit down now"), choices acknowledge student autonomy while maintaining expectations ("You can sit here or move to that seat—you choose"). Research on self-determination theory shows that autonomy-supportive approaches increase motivation and reduce resistance to change.

Maintaining Emotional Objectivity

Marzano (2003) emphasizes the importance of a "mental set"—maintaining awareness and emotional objectivity when addressing misbehavior. Teachers who remain calm and matter-of-factly address problems are more effective than those who respond emotionally. This is particularly challenging when students are defiant or disrespectful; however, remaining professional is essential.

2.5.3 Relationship-Building Strategies

Relationships do not build themselves; they require intentional effort (Pianta, 1999).

Communicating Care and Interest

Students are more cooperative with teachers whom they perceive as caring (Wentzel, 1997). Demonstrating care includes the following:

1. Greeting students individually
2. Learning about students' interests, cultures, and lives
3. Showing interest in their ideas and questions
4. Following up on concerns or challenges
5. Attending school events
6. Using humor appropriately
7. Acknowledging effort and growth

Conferencing and Connection

Brief individual conferences build relationships while allowing teachers to understand students' perspectives, address concerns, and set goals (Allen et al., 2013). Even 2-3 minutes per student periodically strengthens relationships.

Culturally Responsive Relationship-Building

Building relationships across cultural differences requires cultural humility—recognizing one's own cultural lens, learning about students' cultures, and adapting approaches (Gay, 2018). This includes:

1. Learning correct pronunciation of names
2. Understanding cultural communication styles
3. Acknowledging cultural celebrations and values
4. Avoiding cultural stereotypes
5. Creating space for diverse forms of participation

2.6 Synthesis: Toward an Integrated Framework

The literature reviewed above suggests that effective classroom management in IB/IGCSE contexts requires an integrated approach that draws on multiple theoretical perspectives.

From the Classical Management Theory (Kounin):

1. Maintain lesson momentum and smoothness
2. Develop "withitness" and awareness
3. Use overlapping to handle multiple events simultaneously
4. Keep all students engaged through group focus techniques

From Contemporary Research-Based Approaches (Marzano):

1. Establish clear rules and procedures
2. Build positive teacher-student relationships
3. Use appropriate disciplinary interventions when needed
4. Maintain emotional objectivity and awareness

From PBIS:

1. Define and teach behavioral expectations explicitly
2. Acknowledge appropriate behavior frequently
3. Use data to identify patterns and prevent problems
4. Provide tiered support for struggling students

From Restorative Practices

1. Focus on repairing harm rather than punishment
2. Use dialogue and reflection to address misbehavior
3. Build classroom community through regular connection
4. Maintain student dignity when addressing problems

From Culturally Responsive Teaching:

1. Recognize cultural dimensions of behavior and management
2. Learn about students' cultural backgrounds
3. Adapt communication and relationship-building across cultures
4. Create inclusive environments honoring diversity

From Constructivist Pedagogy to IB/IGCSE Frameworks:

1. Provide structure that enables student autonomy
2. Frame behavior through values (Learner Profile) and skills (ATL)
3. Use management strategies aligned with student-centered pedagogy
4. Teach self-management as a learned skill

This integrated framework suggests that effective management in IB/IGCSE contexts is characterized by:

1. Strong preventive systems that create predictable, engaging environments
 2. Non-disruptive interventions that maintain lesson momentum
 3. Positive relationships built on care and cultural responsiveness
 4. Alignment with program values and constructivist pedagogy
 5. Teaching behavior as skill development rather than enforcement of compliance
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Chapter 3: Thematic Analysis and Synthesis

3.1 Introduction

This chapter synthesizes the key themes emerging from the literature reviewed in Chapter 2, analyzing how different research traditions converge to inform practice in IB/IGCSE contexts. Five major themes were identified and explored: (1) the primacy of prevention over reaction, (2) the foundational role of relationships, (3) the importance of cultural responsiveness in international contexts, (4) the alignment between student agency and effective management, and (5) the integration of management with inquiry-based pedagogy.

3.2 Theme 1: Prevention Is More Effective Than Reaction

Perhaps the most consistent finding across all classroom management research is that preventing problems is more effective than addressing them after they occur. This theme appears across theoretical perspectives.

Time and Learning Impact: Simonsen et al. (2008) synthesized research showing that time invested in establishing preventive systems yields significant returns in instructional time. Teachers who spend the first weeks of school thoroughly teaching routines and expectations spend far less time managing behavior throughout the year. Conversely, teachers who rush into content without establishing systems spend increasing amounts of time addressing the problems. However, I noticed that all teachers in IB and IGCSE classroom settings are hard-pressed for time and are not supported by school management leaders and authorities; instead, they are pressurized into finishing the allotted syllabus work at any cost. I observed this especially across the sections at Podar International School IB, Santacruz. There seemed to be a Damocles sword perpetually hanging over the heads of all the teachers there, whose classes I observed over 10 months. I observed 180 classes, including PYP, MYP, IGCSE, AS and A Level, and IB DP classes, and not one teacher seemed willing to invest time in establishing ground rules for classroom management before beginning with the task at hand. So there was definitely a significant rush to finish syllabus work there—a pattern common among most well-meaning International School teachers today even in an IB/IGCSE context due to lack of cooperation from higher school authorities, especially post-2010 when education seems to have been taken over by business corporates who treat their schools like factories and business industries (Jean M. Twenge 2023; Tim Elmore and Andrew McPeak 2019).

Kounin's (1970) research demonstrates that the difference between effective and ineffective managers lies not in how they respond to misbehavior, but in how

they prevent it. Effective teachers create momentum, maintain awareness, and structure activities to minimize the opportunities for problems.

What Prevention Looks Like in IB/IGCSE Contexts:

Drawing on the literature, preventive management in IB/IGCSE classrooms includes the following:

Clear Expectations Aligned with Program Values: Rather than arbitrary rules, expectations are connected to IB Learner Profile attributes (principled, caring, balanced) or ATL skills (self-management, collaboration). This alignment helps students see behavioral expectations as part of their development as learners rather than teacher-imposed restrictions (International Baccalaureate, 2020).

Established Routines for Inquiry Activities: Constructivist classrooms involve varied activities, including discussions, group work, investigations, and independent research. Each requires explicit procedures: How do we transition to group work? What does a productive discussion look like? How do we handle the materials? (Brooks & Brooks, 1999). Teaching these procedures prevents the chaos that can occur in student-centered environments that lack sufficient structure. On the flipside, this research does not take into account Gen Alpha and Gen Z students complete devotion to simply disturbing the peace state of being, which, according to most Western and Asian educationists today, is a modern-day unique classroom management issue that is a culmination of many factors, such as the rapid advances in technology, the advent of Gen Alpha being born not ‘with’ but ‘with’ the smartphone culture, and the after-effects of the pandemic, especially for Gen Alpha who were isolated, had to follow social distancing, and were forced into ‘remote and screen learning’ during a crucial part of their brain development cycle. (Jean M. Twenge 2023) (Tim Elmore and Andrew McPeak 2019) (Mark McCrindle and Ashley Fell 2024) (Johnathan Haidt 2024).

Engaging Instructional Design: Fredricks et al. (2004) demonstrate that engagement is a management strategy. When students find learning meaningful, appropriately challenging, and relevant, behavioral problems decrease. IB/IGCSE's emphasis on inquiry, conceptual understanding, and real-world contexts naturally promotes engagement if lessons are well designed. When I taught the IBDP-1 English HL students about the Existential Themes in Han Kang's *Human Acts*, I managed to make the lesson so engaging, especially in its delivery and content, with the usage of micro-teaching mechanisms that automatically captured the entire class' attention in a matter of seconds. Being a professionally trained public speaker also helps in this aspect. Almost 89% of the class came up to me after the class ended to shake my hands because they

had never experienced English Literature in the mind-blowing way that I presented it and were begging me to let them be absorbed in the school at the IBDP level for English. I always face the same situation everywhere I go and in every class that I teach because I follow the ideal that the lesson should be engaging and delivered well right from the start. I take a lot of trouble with my lessons precisely because I am concerned about classroom management and creating conducive learning environments for all my students with their various Multiple Intelligences to learn in. (International Baccalaureate 2020) (Howard Gardner 1983).

Physical Organization Supporting Varied Activities: Evertson and Weinstein (2006) emphasize that physical space must support instructional activities. Inquiry-based classrooms require flexible arrangements that enable transitions between whole-class, small-group, and independent work. A clear organization of materials allows for student autonomy while maintaining order. Sadly, where Mumbai IGCSE and IB schools are concerned, I have noticed that this kind of clear organization is lacking and almost absent to a greater extent. International School Teachers seem to equate epistemic chaos with collaborative learning, which is certainly not a correct deduction. In such a chaotic and reckless environment, effective teaching cannot be conducted, and all students do not get the individual attention required from their assigned teachers. This is especially true in schools where Social and Emotional Learning (SEL) seems to be a priority at International Schools. Mental Health professionals seem to equate SEL with gentle parenting, even by educationists, which many modern researchers state is backfiring from all angles, leading Gen Z and Gen Alpha students to face complex and severe mental health crises' and be unable to take on responsibilities later on in adulthood, leading to an epidemic of social and epistemic chaos that we are currently finding ourselves in as a globalized world. (Abigail Shrier 2024) (Greg Lukainoff and Johnathan Haidt 2018) (Johnathan Haidt 2024).

The Challenge of Time Investment

While research clearly demonstrates the effectiveness of prevention, the challenge for teachers is the significant upfront time investment required. Establishing systems, teaching procedures, and creating engaging lessons require time, which is a scarce resource for teachers. However, as Marzano (2003) notes, this represents an investment rather than a cost; time spent on prevention returns multiplicatively throughout the year.

3.3 Theme 2: Relationships Form the Foundation

The second major theme across the literature is that positive teacher-student relationships form the foundation for effective classroom management. This theme appears in:

Attachment Theory Applications: Pianta's (1999) work demonstrates that secure teacher-student relationships provide students with emotional security, enabling engagement and appropriate behavior. Students who trust their teachers are more willing to meet their expectations, take academic risks, and regulate their behavior.

Meta-Analytic Evidence: Roorda et al.'s (2011) meta-analysis of 99 studies demonstrates significant correlations between positive teacher-student relationships and student engagement, achievement, and reduced behavior problems. These effects are particularly strong for students at risk of academic or behavioral difficulties. I have always practiced this in my 15 years of teaching and have obtained the best possible results from my at-risk students. With this kind of attitude, I have managed to help even the aforementioned students get distinctions in my subjects when they fail to do so in other subjects.

Self-Determination Theory: Deci and Ryan's (2000) self-determination theory explains why relationships matter: humans have fundamental psychological needs for autonomy, competence, and relatedness. When teachers meet students' need for relatedness through caring relationships, students are more motivated to meet behavioral expectations.

Cultural Dimensions: As Gay (2018) emphasized, what constitutes "positive relationships" varies culturally. In international school contexts, teachers must build relationships across cultural differences, which requires cultural humility and a willingness to learn about diverse relationship norms and communication styles.

Relationships in Inquiry-Based Classrooms:

In IB/IGCSE contexts that emphasize student-centered learning, relationships take on additional importance. Cornelius-White's (2007) meta-analysis shows that learner-centered teacher behaviors (including empathy, warmth, and encouragement of student initiative) correlate with numerous positive student outcomes. When teachers share power and emphasize relationships, students become invested in maintaining a positive classroom environment.

However, as Marzano (2003) notes, positive relationships do not eliminate the need for clear expectations and consistent enforcement. The most effective management combines appropriate dominance (the teacher as a classroom leader) with cooperation (the teacher demonstrates care and personal interest).

Too much emphasis on cooperation without a clear structure leads to chaos, and too much emphasis on dominance without relationships leads to resentment and resistance.

Practical Implications:

The literature suggests several relationship-building practices that are particularly relevant for IB/IGCSE contexts:

1. **Individual Connection:** Taking time to know students individually, learn about their cultures and interests, and show genuine curiosity about their ideas and questions
2. **Conferencing:** Brief individual conferences allow teachers to understand students' perspectives, address concerns, and build connection
3. **Culturally Responsive Care:** Demonstrating care in culturally appropriate ways, recognizing that caring looks different across cultures
4. **Respect for Student Voice:** In programs emphasizing student agency and critical thinking, showing respect for students' ideas and perspectives builds relationships while modeling IB values
5. **Learner Profile Modeling:** Teachers who embody Learner Profile attributes (caring, principled, open-minded, reflective) build credibility and model expected behaviors

3.4 Theme 3: Cultural Responsiveness Is Essential in International Contexts

A third major theme, particularly relevant for IB/IGCSE international schools, is the necessity for culturally responsive classroom management.

Cultural Dimensions of Behavior:

Weinstein et al. (2003) argue that behavioral norms, communication styles, and concepts of respect are culturally constructed. What counts as "appropriate" behavior, "respectful" communication, or "engaged" participation varies across cultures, yet classroom management research and practice often reflect dominant cultural assumptions.

Examples of cultural variations in behavioral norms include:

1. **Communication style:** Some cultures value direct communication; others emphasize indirect, contextual communication
2. **Participation norms:** Some cultures expect students to volunteer answers and speak up; others expect students to speak only when called upon

3. **Concepts of respect:** Respect may mean deference to authority or mutual regard between equals
4. **Eye contact:** Direct eye contact signals attention and respect in some cultures; in others, it's considered disrespectful
5. **Appropriate distance:** Comfortable interpersonal distance varies culturally
6. **Cooperation vs. competition:** Some cultures emphasize collective achievement; others emphasize individual accomplishment

This last point is particularly evident in India in 2026. Previously, Indians used to focus a lot on Individual Accomplishments as a prestige issue. Now, with PM Narendra Modi's introduction of the NEP 2020 IKS Policy and the Viksit Bharat Yojna to make us self-sufficient, we post 2025 as a nation have decided to put more emphasis on collective achievement rather than individual achievement. I can see this drastic transition in the way we as Indians think about others and ourselves, which is having a wonderfully positive impact on students in India, which was not there when only Individual Achievements were focused upon.

Challenges Faced by International Schools

Hayden and Thompson (2016) identified cultural diversity as both a strength and a challenge in international schools. Students from 30-40 different countries may have fundamentally different assumptions about appropriate classroom behavior, teacher authority, and student participation. Teachers face the challenge of creating consistent expectations while respecting the cultural diversity of their students.

Common challenges include the following:

1. **Varying expectations of teacher authority:** Students from cultures emphasizing deference to authority may struggle with the IB's expectation that students question and challenge ideas, while students from more egalitarian cultures may resist teacher authority. I would also go to the extent of saying that it happens not only among students from different countries or cultures now, but also among the same family siblings in the same country or home. One family may be egalitarian, while another may be more conservative. A student following K-Pop culture may be more akin to the strict Korean Educational lifestyle, whereas students not into the same and more into football would probably be more of a challenger in the class, like how such a child would be on the football field imitating his favorite football star. (Mark McCrindle and Ashley Fell 2024)

2. **Different participation styles:** What appears as "disengagement" may reflect cultural norms about when and how to participate in a given activity.
3. **Communication style conflicts:** Direct feedback, considered helpful in some cultures, may be perceived as rude in others.
4. **Varying concepts of individual versus collective responsibility:** Individualistic and collectivist cultures have different norms regarding helping others, group work, and individual achievement.

Toward Culturally Responsive Management:

Gay (2018) outlined the following principles for culturally responsive classroom management:

Building Cultural Knowledge: Teachers must learn about students' cultural backgrounds, behavioral norms, and communication styles. This requires ongoing learning through reading, conversations with students and families, and cultural humility—recognizing one's own cultural lens and its limitations.

Make Expectations Explicit: Because behavioral norms vary culturally, teachers cannot assume that students share implicit understandings of appropriate behavior. Culturally responsive teachers make expectations explicit, explaining not just what is expected, but also why.

Create Inclusive Communities: Rather than requiring all students to conform to dominant cultural norms, inclusive classrooms accommodate diverse behavioral and communication styles. For example, participation can take multiple forms (written responses, small-group discussions, whole-class contributions) rather than privileging one style. This is what I did when I taught my Individuals & Societies class to grades 6D and 6C. When I noticed that 6D was totally involved with the Empire Builder Game (physical), I continued with the game, but where 6C was concerned, I noticed that most of the students there were more interested in my actual teaching, and so I kept shifting from playing the game to my PowerPoint presentation to explain certain concepts in Greek and Roman Civilizations to them. I saw that In 6C, they were more keen on learning content, so it was adapted to their needs accordingly.

Communicate Authentically: Cultural responsiveness requires a genuine interest in students' cultures and a willingness to examine one's own cultural assumptions. Students recognize authentic and superficial cultural engagement.

Connect to IB Values: International-mindedness, a core IB principle, includes respect for and valuing diversity. Culturally responsive management aligns with this value and provides practical approaches for navigating cultural differences.

3.5 Theme 4: Student Agency and Effective Management Are Compatible

The fourth theme challenges the false dichotomy between student-centered learning and classroom control. The literature demonstrates that student agency and effective management are not opposites but are complementary.

The False Dichotomy:

Teachers often perceive tension between maintaining order and promoting student voice, and between structure and autonomy. This reflects what Kohn (2006) identified as a fundamental misunderstanding: equating management with control and compliance rather than creating conditions for learning.

Self-Determination Theory:

Deci and Ryan's (2000) self-determination theory explains why autonomy-supportive approaches can reduce, rather than increase, behavioral problems. When students experience autonomy (feeling ownership of their learning and behavior), competence (feeling capable), and relatedness (connection to teachers and peers), they are intrinsically motivated to act appropriately. Conversely, controlling approaches undermine intrinsic motivation and increase resistance and reliance on external control.

Evidence from Research:

Multiple studies have demonstrated that strategies that give students voice and choice reduce behavioral problems.

1. Reeve's (2006) research shows that autonomy-supportive teachers (who provide choice, encourage initiative, and minimize control) have more engaged, self-regulated students
2. Studies of classroom meetings and democratic classrooms show that student participation in creating rules and solving problems increases compliance (Burden, 2016)
3. Research on choice in assignments and activities demonstrates increased engagement and reduced off-task behavior (Patall, Cooper, and Robinson, 2008)

The Role of Structure:

Critically, student agency does not imply the absence of structure. Brooks and Brooks (1999) emphasized that constructivist classrooms require clear organizational systems and routines to function effectively. The question is not

whether to have a structure but how to provide a structure that enables rather than restricts autonomy.

Oliver and Reschly (2010) describe this as "controlled autonomy"—creating predictable, organized environments within which students can make meaningful choices. For example, students might choose topics for inquiry projects within specified parameters, select formats for demonstrating learning, or decide how to organize collaborative work—all within clear expectations and routines.

I have visited and given classes in many International Schools in Mumbai, India and I can confidently say that this kind of structure is totally absent in most schools. The students are always being moved around every day from one classroom to another like they were furniture, thus bringing about no security or level of comfort for an International Student, especially senior AS & A Level and IBDP students who are fragile in nature and need more attention in this regard, as stated by educationists past and present. (Marzano 2003) (Jean M. Twenge 2023) (Tim Elmore and Andrew McPeak 2019) (Kounin 1970). In Podar International IB, Santacruz, especially on an everyday basis, I have witnessed students being tossed around from one classroom to another, and as a PGCITE Teacher-Student observer, I had to follow along with them, which was exhausting work for me as an adult, let alone students studying such challenging courses. I was reminded of the Musical Chairs Game I used to play when I was in school and coined the term 'Musical Classrooms' in those difficult moments or perpetual multiple transfers. However, this is not only unique to Podar International IB, Santacruz; it happens everywhere in Mumbai. This is true even for conventional ICSE and SSC schools.

Application to the IB/IGCSE

IB/IGCSE programs explicitly emphasize student agency through the following:

1. Inquiry-driven learning
2. Student choice in research topics, extended essays, and projects
3. Learner Profile attributes including "thinkers" and "risk-takers"
4. ATL skills emphasizing self-management

Effective management in these contexts involves the following:

Co-Creating Expectations: Involving students in creating classroom agreements teaches democratic participation while increasing buy-in (International Baccalaureate [IB], 2020). I used to especially witness this in three classes at Podar IB, in Ms. Hea's class (1A), Ms. Meher's class (2A), Ms. Amrin (3B) and Ms. Krishna's class (3C). It was wonderful to work closely

with these teachers and watch them co-create expectations with their students related to almost every aspect of the school day, including how to treat PGCITE Teacher-Student guests, which was heartening to see. I really enjoyed myself and learned a lot from the aforementioned teachers in those classes. The norms were easy to understand, emulated by all the teachers, demonstrated to the students personally, and easy to imbibe. This self-management set of procedures taught by these PYP teachers could really be added to the way we as adults can aid Gen Z and Gen Alpha students to get back on their feet to 'do school' as it were before they miss the bus with the arrival of Gen-Beta. (Tim Elmore and Andrew McPeak 2019) (Johnathan Haidt 2024)

Offering Meaningful Choices: Providing choices in what to study, how to demonstrate learning, or how to organize work increases motivation while maintaining expectations for quality and behavior

Teaching Self-Management: Framing behavior through ATL skills reframes management as teaching students to manage themselves rather than external control

Using Learner Profile Language: Connecting expectations to shared values (principled, caring, balanced learners) creates common language and purpose

The Balance:

Marzano's (2003) research suggests that the most effective approach balances appropriate dominance (teacher as an instructional leader with clear expectations) and cooperation (teacher demonstrating care and interest in students). Neither extreme authoritarian control nor a completely permissive environment is effective in this regard. Students need both structure and agency, as well as clear expectations and meaningful choices.

However, as I have mentioned before (Tim Elmore and Andrew McPeak 2019), such a situation, as mentioned by Marsano, totally changes or flips when it comes to the modern-day context of total non-cooperation of Gen Z and Gen Alpha students. Let us use the age-old analogy of taking a horse to the well. The phrase goes that you can take the horse to the well, but you cannot drink for it. I added to that phrase way back in 2010 when I was focusing on teaching only senior ICSE students that one could even duck the horse's head in the well nearer the water, but it depended on the horse whether he wished to open his mouth to drink or not. Furthermore, in the present-day AI Generation context, it is such a case that the horse just does not want to get out of the stable. Even if he dies of thirst, he does not wish to get out of the stable, so coming to the well or even drinking the water is out of the question. Elmore and McPeak suggest that mentoring over micromanaging can work effectively to counter this sudden

onslaught of obstinate insubordination that International Teachers find themselves confronted with every day at their IGCSE/IB schools. The following points have also been suggested by educationists as practical strategies to overcome the addictive and uncontrollable vices and anxiety levels of the present generation:

1. **Mentoring over micromanaging**
2. Creating **unstructured discovery time**
3. Providing **"ownership opportunities"** (e.g., student-led projects)
4. Integrating **boundaries with autonomy** to help Gen Z develop accountability and grit
5. **Embracing failure as learning**
6. **Limiting instant gratification**
7. Encouraging **reflective journaling**
8. The concept of **"productive struggle"** to help youth internalize control over their lives

3.6 Theme 5: Management and Pedagogy Are Integrated, Not Separate

The final major theme was that classroom management and pedagogy are not separate domains but are deeply integrated. Effective management is not something done before or instead of teaching; it is woven into the instruction itself.

Challenging Separation:

Traditional conceptualizations often separate classroom management from instruction as if they were distinct skills. Teachers first “manage” the classroom and then teach. This separation is both inaccurate and unhelpful in practice.

Kounin's (1970) research demonstrated that effective managers don't necessarily respond differently to misbehavior than ineffective managers; the difference lies in lesson design and pacing that prevents problems. The most powerful "management" strategy is engaging, well-designed instruction.

Engagement as Management:

Fredricks et al. (2004) demonstrated that student engagement—cognitive, emotional, and behavioral involvement in learning—is the best predictor of positive outcomes and the best prevention against behavioral problems. When students find learning meaningful, appropriately challenging, and relevant, they stay engaged; when they are bored or confused, behavioral problems emerge.

For IB/IGCSE teachers, this means the following:

1. Using inquiry hooks that capture attention and curiosity
2. Designing conceptually focused lessons that promote deep understanding
3. Connecting content to real-world contexts and authentic issues
4. Providing appropriate challenge within students' zone of proximal development
5. Varying activities to maintain interest and accommodate diverse learning styles
6. Giving students voice in questions, topics, and approaches

However, to play the devil's advocate here again, I would state that with the rise in mental health issues among Gen Z and Gen Alpha students, where almost 65% of the student population in a school are coping with ADHD (Shrier, 2024), most children always feel that any classroom lesson is boring. This is the singular characteristic of ADHD students who find any kind of instruction apart from where their Kinaesthetic Skills are involved to be boring. (Shrier 2024) and (Haidt 2024). In Podar IB, I saw up close the hard work put in by most teachers right from the PYP sections to the MYP to the gruelling IGCCSE and right up to my favorites, the AS & A Level and the IBDP level. However, such ADHD students would not co-operate with the teachers in charge and engage in miscreant behavior along with inducing others to follow their example, irrespective of gender or sexual orientation. However, I noticed that more students who were involved in gaming, chatting with character AI and other chatbots, and who were on a number of social networking sites and were given unlimited, unsupervised, and unrestricted time with technology often tended to be prone to getting a complex form of ADHD, which was hard for a teacher or even a tutor to cope with. (Johnathan Haidt 2024), (Greg Lukianoff and Jonathan Haidt 2019) and (Abigail Shrier 2024).

Other mental ailments suffered by students today can range from chronic obsessive-compulsive disorder (OCD) to chronic attention deficit hyperactivity disorder (ADHD) to bipolar disorder, as well as other dangerous personality disorders. This has been exacerbated since the pandemic and the arrival of various forms of character AI chatbots, more social networking sites, and more climate change forcing physically vulnerable students to remain indoors for long periods of time, while helicopter parents have a negligible influence on the lives of these students. (Haidt 2024), (Lukianoff and Haidt 2019), (Jean M. Twenge 2023) and (McCrindle and Fell 2024). So, Fredricks et al. (2004) may have made his point, but what would he say to aid teachers in the current scenario that we find ourselves in is the big question which no one wants an answer for. There is this level of fatigue and exhaustion spreading all over the

globe because of poor air and water quality along with overwork at schools that educators do not find the time to work out these riddles. (Haidt 2024).

Instructional Strategies as Management Strategies

Many effective instructional strategies simultaneously promote learning and prevent behavioral problems.

1. **Think-Pair-Share:** Provides processing time, engages all students, and structures participation
2. **Inquiry-Based Learning:** Engages students through authentic questions and investigations
3. **Formative Assessment:** Keeps students engaged through frequent checks for understanding
4. **Collaborative Learning:** When structured with clear roles and expectations, promotes engagement and positive interaction
5. **Differentiation:** Meeting diverse needs prevents frustration and boredom that lead to off-task behavior

Constructivist Pedagogy and Management

The literature on constructivist classrooms emphasizes that management and pedagogy must be aligned (Brooks & Brooks, 1999). Student-centered learning requires management approaches that:

1. Provide structure enabling autonomy rather than restricting it
2. Teach social and self-management skills needed for collaboration and inquiry
3. Use dialogue and reflection rather than authoritarian control
4. Value student questions and initiative
5. Allow productive struggle and problem-solving

Twigg's (2010) research on successful inquiry-based teaching in IB shows that effective teachers seamlessly integrate management with pedagogy. They do not stop teaching to manage; rather, their instructional approaches naturally promote engagement and appropriate behavior.

At Podar IB, I especially saw this kind of classroom management among certain Gen Z senior teachers at the IGCSE level, like Shruti ma'am, who is the English teacher of grade 10A, where I used to observe most of her classes. Shruti, though much younger than me, has a deep bond with her students, who trust her implicitly and co-create with her conducive environments for collaborative learning and revision work, not to mention formative assessments, which in the 10th grade is a major priority at the IGCSE level. I think Shruti ma'am would

make educators cum researchers like Brooks and Brooks (1999) and Twigg's (2010) proud along with the modern day educational researchers like founder and CEO of Growing Leaders Tim Elmore and his Vice President Andrew McPeak (2019).

IB/IGCSE Alignment:

For IB/IGCSE teachers, integrating management and pedagogy means:

Using Learner Profile Throughout: Rather than separate "behavior" expectations and "learning" expectations, frame both through Learner Profile: inquirers ask questions, thinkers engage deeply, communicators listen and collaborate, principled learners make ethical choices

Teaching ATL Skills: Self-management, social, and communication skills are both learning and behavioral skills. Teaching them explicitly serves both instructional and management purposes

Structuring Inquiry: Well-structured inquiry includes clear expectations for collaborative work, discussions, and investigations—preventing the chaos that can occur in student-centered classrooms without sufficient scaffolding

Using Assessment for Learning: Formative assessment keeps students engaged while providing feedback on both understanding and learning behaviors (collaboration, self-management, reflection)

3.7 Synthesis: An Integrated Model for IB/IGCSE Contexts

The five themes synthesized above converge to suggest an integrated model for classroom management in IB/IGCSE contexts.

Foundation: Positive Relationships Effective management begins with caring, culturally responsive relationships built through individual connections, respect for the student voice, and a demonstrated interest in students' ideas and cultures.

Prevention: Structures That Enable Autonomy Strong preventive systems—clear expectations aligned with the Learner Profile, established routines for inquiry activities, and engaging instructional design—create predictable environments within which students can exercise autonomy and agency.

Integration: Management as Pedagogy Management and instruction are integrated through inquiry-based learning, ATL skill development, and teaching approaches that simultaneously promote engagement and appropriate behaviors.

Intervention: Minimal Disruption to Learning When problems occur, graduated interventions (nonverbal cues, simple redirections, choices) address behavior with minimal disruption to lesson momentum.

Cultural Responsiveness: Honoring Diversity All approaches recognize the cultural dimensions of behavior and relationships, making expectations explicit while creating space for diverse communication and participation styles.

Values Alignment: IB/IGCSE Philosophy The entire approach aligns with program values: student agency, inquiry, international-mindedness, and the development of the whole person through the Learner Profile.

This integrated model suggests that effective classroom management in IB/IGCSE contexts does not require choosing between pedagogy and control, student voice and order, or cultural responsiveness and consistent expectations. Rather, it involves thoughtfully integrating multiple research-based approaches that support both learning and positive behavior.

Chapter 4: Evidence-Based Recommendations for Practice

4.1 Introduction

This chapter translates the theoretical analysis and research synthesis from previous chapters into concrete, evidence-based recommendations for teachers working in IB/IGCSE contexts. The recommendations are organized into five areas: (1) establishing foundational systems, (2) building positive relationships, (3) implementing culturally responsive practices, (4) managing instruction, and (5) aligning with IB/IGCSE values and frameworks.

For each recommendation, the research basis is identified, practical implementation steps are outlined, and connections to the IB/IGCSE contexts are made explicit.

4.2 Establishing Foundational Systems

Research Foundation: Marzano (2003), Evertson and Emmer (2016), and Wong and Wong (2018) demonstrate that clear expectations and established routines form the foundation for effective management, reducing ambiguity and creating predictable environments.

4.2.1 Create Clear, Values-Based Expectations

Implementation Steps:

Co-Create Classroom Agreements: Rather than imposing rules, involve students in creating classroom agreements that define how the learning community will function (Burden, 2016). This process:

1. Teaches democratic participation
2. Increases student ownership and buy-in
3. Provides opportunity to discuss and negotiate different cultural expectations
4. Models IB values of principled action and collaboration

Connect to Learner Profile: Frame expectations through IB Learner Profile attributes rather than arbitrary rules.

1. "Principled learners act with integrity and take responsibility for their actions"
2. "Caring community members show respect for each other's learning"
3. "Communicators listen carefully and collaborate effectively"
4. "Balanced learners manage their emotions and behavior appropriately"

This connection helps students view behavioral expectations as part of their development as learners (International Baccalaureate, 2020).

I, especially at the PYP level, got plenty of chances and proxy or substitution classes to follow through with these practical implementations in classes 1A and 3B, which were Ms. Hea's and Ms. Amrin's classes, respectively, at Podar International IB, Santacruz. I would always refer to the Learner Profiles of the students to calm them down, which always had an instantly sobering effect on them.

Keep Expectations Limited and Positive: Research suggests 4-6 core expectations stated positively are more effective than long lists of rules (Emmer and Evertson, 2016). For example:

1. "Respect yourself, others, and our learning environment" rather than "Don't be disrespectful"
2. "Come prepared to learn" rather than "Don't forget materials"

Make Expectations Culturally Explicit: Because behavioral norms vary culturally, explicitly teach what expectations mean in practice (Gay, 2018).

1. What does "respectful participation" look like? (Might include multiple forms: raising hands, written contributions, small-group discussion)
2. What does "collaboration" mean? (Clarify cultural expectations about helping others, group roles, individual accountability)
3. What does "being on time" mean? (Time orientation varies culturally; be explicit about expectations)

I personally for the past 15 years in the teaching profession have always followed the norm to invest some time to let my students know about what I call the 'ground rules' of the classroom before I begin a class. It is always an investment, and my priority has always been to indicate to students to always raise their hands before giving out an answer and allowing another person to speak or give a hearing to another student, especially when that student is acting as a learning resource for the classroom. I do this irrespective of any cultural norms I see already prevalent in the classroom, and it works wonders with classroom management and getting the content across for the rest of the year.

4.2.2 Establish and Teach Routines

Implementation Steps:

Identify Key Transitions and Activities: Map out routine activities and transitions that occur regularly.

1. Beginning and ending class
2. Moving into group work or independent work
3. Accessing and returning materials
4. Asking for help
5. What to do when finished early
6. Transitions between activities

Develop Clear Procedures: For each routine activity, develop a clear procedure (Wong and Wong, 2018).

1. What are the specific steps?
2. What does it look like when it is done correctly?
3. What are the common mistakes to avoid?

Teach Procedures Explicitly: Do not assume that students know the routines; teach them explicitly through:

1. Explain the procedure and its purpose
2. Model the procedure (or have students model)
3. Practice the procedure with feedback
4. Review and reinforce periodically

Create Visual Supports: Visual reminders of procedures (posters, charts, slides) help students remember expectations and accommodate the diverse language proficiency levels common in international schools.

Specific IB/IGCSE Routines:

Inquiry-based classrooms require specific routines, including:

1. How to engage in productive whole-class discussions
2. Roles and expectations for collaborative group work
3. Procedures for using inquiry time effectively
4. How to access resources for research and investigation
5. Protocols for peer feedback and critique

4.2.3 Organize Physical Space

Implementation Steps:

Ensure Visibility and Mobility: Arrange the classroom so that you can:

1. See all students easily
2. Move throughout the room for proximity and monitoring

3. Access all areas without navigating obstacles

Support Varied Activities: IB/IGCSE classrooms require flexible arrangements to support:

1. Whole-class discussion (circle or U-shape)
2. Small-group collaboration (clusters of desks)
3. Independent work (individual desks or study carrels)

Consider furniture that moves easily or predetermined arrangements for various activities.

Organizing Materials for Independence: Materials should be organized to enable students to:

1. Access supplies without asking permission
2. Return materials to designated locations
3. Find resources for inquiry and research

This organization supports student autonomy while maintaining classroom order (Evertson and Weinstein, 2006).

Create Spaces for Different Purposes: If space allows, designate areas for:

1. Whole-class instruction
2. Small-group collaboration
3. Independent quiet work
4. Reading or research

A clear spatial organization helps students transition between activities.

4.2.4 Design Engaging Lessons

Research Foundation: Fredricks et al. (2004) demonstrated that engagement is perhaps the most powerful management strategy. When students find learning meaningful, appropriately challenging, and relevant, behavioral problems decrease.

It is seminal, even according to present-day educationists, to design an engaging lesson for the AI Generation of today. (McCrindle and Fell, 2024). In fact, I have been trying to follow Micro-Teaching Methods ever since I started my PGCITE teaching course at Podar International School, Santacruz. I divide my lesson into 15-minute sections, between which I change teaching or

instructional styles from lecturing to a written activity sheet assessment to an online quiz to instill competition to storytelling, etc.

I always start with a hook according to the IB framework, after which I build up or develop that initial hook, but give my students, especially my IBDP and As and A Level Students, the freedom to choose what needs to be tackled in the class that day. Therefore, I always come prepared with a lot of teaching materials in my teacher's kit. (International Baccalaureate 2020)

According to research educationists such as social research experts McCrindle and Fell at the McCrindle (2024) Research Institute, since the pandemic, Gen Alpha students are more visual short-term learners than anything else. Therefore, my hooks or set inductions are usually audio-visual in nature or video animations that I have crafted on a PowerPoint for the purpose of inducing the students to engage in the educational matter.

For example, for my IBDP-1 History students, my hook or set induction was a series of video animations from various old VCD and DVD documentaries regarding the way Mao Tse Tung controlled the PRC by ordering his party members to clap when he wished, laugh when he wished, or even start dancing and singing comically even when he wished. These had no audio because I wished to fill the space with my satirical commentary and quiz the IBDP students about the characters around Mao, which really took their fancy. They gave heart-warming feedback to my PGCITE co-ordinator Dr. Rekha Bajaj ma'am stating that the class was out of the ordinary and that they preferred this method of teaching History rather than what they were usually exposed to all these years, which was more related to rote learning of the syllabus than actual engagement with the material at hand.

Implementation Steps:

Use Inquiry Hooks: Begin lessons with hooks that spark curiosity and connect to students' lives.

1. Provocative questions
2. Puzzling phenomena
3. Real-world problems
4. Relevant current events
5. Surprising facts or demonstrations

IB/IGCSE programs emphasize starting with student questions and authentic contexts (International Baccalaureate [IB], 2020).

Ensure Appropriate Challenge: Vygotsky's (1978) concept of the zone of proximal development:

1. Work should be challenging but achievable with appropriate support
2. Avoid material that's too easy (boredom) or too difficult (frustration)
3. Provide scaffolding and differentiation to meet diverse needs

Vary Activities: Research suggests that adolescent attention spans are approximately 10-15 minutes for direct instruction (Emmer and Evertson, 2016). Vary activities within lessons:

1. Brief direct instruction followed by application
2. Individual work alternating with pair or group work
3. Discussion alternating with writing or reading
4. Hands-on activities or demonstrations

Provide Choice: Within structured parameters, offer meaningful choices (Patall et al., 2008):

1. Choice of inquiry topics or questions
2. Choice in how to demonstrate learning
3. Choice of resources or approaches
4. Choice in group members or work location

Choice increases engagement and motivation while teaching decision making.

I personally love giving my International Students choices because I have expansive knowledge across nearly every field of information, which allows me to easily facilitate their learning outcomes. However, this requires the International Board teacher to be exceptionally knowledgeable in their content, which is not feasible for most teachers today.

I have an insatiable thirst and hunger for knowledge, learning, and wisdom of the ages that has proved useful in gaining what I want from life. However, a lot of investment on my part has gone into making my intellectually expansive brain neural networking dream a reality, which is not what most teachers can invest in. For instance, I own over 4,500 physical books in hardback and paperback form, which I house under my own two roofs. I do not think most teachers would be able to invest in a similar and almost eccentric way, but nevertheless, at the PGCITE course at Podar International School, Santacruz, it was noted that I had a vast expanse of extensive knowledge that seemed to know no bounds. This endeared me to my students—both the senior ones and younger PYP ones—as well as the Podar Management, whom I have known for decades, and the teaching staff at Podar.

However, as I said, this is not economically or practically feasible, and so giving students choice in the learning procedure these days requires considerable background work on the part of the International Board Teacher. Marzano (2003) often indicates the same in his educational guides related to classroom management, which I have found effective at Podar IB—basically that great knowledge and wisdom command respect from not only people in general but also Gen Z and Gen Alpha students, bringing them into attentive silence, after which it becomes easy to continue with the lesson of the day. Knowledge is power. An insatiable appetite for constant everyday learning is the force behind this power (Tim Elmore and Andrew McPeak 2019).

The more knowledge you have about the content, the more options you can provide to engage learners in productive and useful learning.

Therefore, one must keep updating their knowledge, educational qualifications, and professional skills on a daily basis. Create a bank-balance not of money but of resources, books, web links, articles, etc., for your students to grow to love the subject that you are instructing them in. You do not need to have an IQ score of 133 like me or 4500+ physical books to reach this level of confidence in the modern world. We live in the age of LLMs or AI, which are technically educators more than anything else. They can tutor an International Board teacher in the subjects of their choice for free or at a price next to nothing, especially if one is using Claude AI, Meta AI, or even Google AI. (Johnathan Haidt 2024) (Ethan Mollick 2024) (Mark McCrindle and Ashley Fell 2024) and (Ray Kurzweil 2024).

Connect to the Real World: IB/IGCSE programs emphasize local and global contexts (International Baccalaureate, 2020):

1. Connect content to current events and authentic issues
2. Use primary sources and real data
3. Invite guest speakers or virtual connections
4. Design projects addressing real community needs

This is especially true for Gen Alpha students, who respect authenticity more than idealism. Connecting lessons to current scenarios that resonate with this generation will induce them to investigate a subject more thoroughly through AI and other forms of technology in which they are adept. (McCrindle and Fell 2024).

They are also more activist-oriented and can easily gather and influence large populations via social media to focus on a particular cause. Therefore they are very action oriented due to their otherwise short term attention spans (Tim Elmore and Andrew McPeak 2019) and (McCrindle and Fell 2024) which is

normally relegated to the area of psychosis, but which modern research shows that their ADHD happens to be their super-power to learn better and faster if channelized well by well-meaning educators, especially through creating culturally responsive and inclusive classrooms and through positive relationships with their teachers, and favouring mentoring over micro-management (Elmore and McPeak 2019) and (Johnathan Haidt 2024).

We can already see this scenario taking place in our part of the subcontinent in Nepal, Bangladesh, and now Pakistan, as Gen Z students come out onto the streets to protest against despotic governments that impose their exclusive culture on a generation that is too globally connected to be isolated into tiny boxes. (McCrindle and Fell 2024)

4.3 Building Positive Relationships

Research Foundation: Pianta (1999), Roorda et al. (2011), and Marzano (2003) have demonstrated that positive teacher-student relationships are foundational to effective management, engagement, and achievement.

4.3.1 Demonstrate Care and Interest

Implementation Steps:

Greet Students Individually: Research shows that greeting students at the door by name builds relationships and allows teachers to assess students' emotional states (Cook et al., 2018). Use this time to:

1. Make eye contact and smile
2. Use students' names
3. Make brief personal comments or ask questions
4. Notice and respond to students who seem upset or troubled

This is what I always practice without fail, whether rain or shine. When I was a senior ICSE English and History teacher at Lilavatibai Podar High School ICSE, Santacruz, although school would start only at 7:00 am, I used to arrive at school by 6:00am sharp. The idea was to set the classroom straight and clean with a sunflower from the school garden in the desk vase, some lemon-drop freshener sprayed for freshness, and to start up the air conditioner so that I could welcome the students of my class individually every morning.

I was the first teacher to enter the school and the last to leave, and I was the most popular teacher in the school, teaching 9th and 10th graders at the age of 22. I had students in droves and mobs outside and inside the school touching my feet in reverence as if to say I was Mahatma Gandhi, hooting my name and

cheering for me for just being me, which ironically seemed funny to me because I was just 6 to 7 years older than them. I was then given a significant salary increase five months into my first year of service.

What was my secret? I knew my students individually inside out because I was always there to greet them when they entered our very cheery and colorful classroom, tired and forlorn from their school bus ride. Believe me, a 7:00 am school is not the best thing in the world for a teenager preparing for their board exams. It is as good as being in the middle of the night. By greeting them every morning and being the most cheerful face they saw first thing in the early hours of the dark morning, I endeared myself to them easily. Also, that used to be a splendid time to converse with each of my then 45 students individually and get to know their issues, what happened on social media in the night or whether there was a tiff in their home before they were sent to school.

The International Baccalaureate states that it is a must for every home room and class teacher to greet their class students first thing every morning, and so they have to be there at school before all the students arrive. (International Baccalaureate 2019)

Learn About Students: Show genuine interest in students' lives, cultures, and interests.

1. Conduct interest surveys early in the year
2. Ask about activities, hobbies, and passions
3. Learn about cultural backgrounds and traditions
4. Follow up on things students mention

Show Interest in Students' Ideas: In IB/IGCSE contexts emphasizing inquiry and critical thinking, respect students' questions and ideas.

1. Take student questions seriously
2. Follow up on interesting ideas students raise
3. Share enthusiasm for student discoveries and insights
4. Reference students' ideas in subsequent lessons

Attend School Events: When possible, attend sports, performances, exhibitions, or other events where students participate. This indicates that you value students beyond the classroom.

Use Appropriate Humor: Humor can build relationships and create a positive classroom climate, but it must be appropriate, inclusive, and never at the students' expense (Wanzer et al., 2006).

All this has worked for me over the past 15 years to get my students to trust me and cherish the positive relationship we share. I am a stand-up comedian and was a stand-up comedian at an undergraduate college. I was trained as one as part of my intensive professional public speaking course by Fr. Frank Menezes (The Redemptorists of India) and that has stood me in good stead all these years. It is imperative for a comedian to try and not make pointed jokes at the cost of a child's dignity and personality, and that is something I have obviously always avoided.

However, after conducting extensive research for this project, I have realized that Gen Alpha and Gen Z students are not only particular regarding pointed humor about them but also about other people. I had a habit of demeaning myself because of my plus-size frame, and the students hearing me do so were not appreciative of it and used to scold me for the same. Therefore, I eventually noticed that this generation is very particular about the subtleties of humor but only appreciates it in the appropriate context (Mark McCrindle and Ashley Fell 2024). They are also ready to devote their lives zealously to such a cause at the expense of social face or image—or rather for the purpose of one if the case may arise (Tim Elmore and Andrew McPeak 2019).

I also love to attend the school functions of all my students, past and present, to foster a deeper connection among us. I especially make sure that I attend all TOK exhibitions for my IBDP students, Sports Day Events, Debating Club competitions, extra-curricular competitions, etc., whenever I can, because I have a really tight and hectic schedule. Attending crucial Football, Cricket, Basketball, etc., matches, especially of my ICSE students back in the years 2010 to 2012, used to really foster a sense of reverence for me in my students hearts and minds. I have attended various matches at Duruelo Convent High School, Bandra West, Lilavati Podar ICSE, Santacruz, Bombay Scottish School, Mahim, and finally, Carmel Convent High School, Bandra West, all to cheer for my students.

This especially makes a great deal of difference to Gen Z and Gen Alpha students who are totally committed to an obsessive level of building up their professional portfolios from the time they are in Junior School or the PYP. (Tim Elmore and Andrew McPeak 2019), (Mark McCrindle and Ashley Fell 2024) and (Greg Lukianoff and Johnathan Haidt 2018). They then feel that as a teacher, you are an authentic person who cares about their lives and feelings, and they find it easier to confide in you.

I also keep track of and study Gen Alpha and Gen Z obsessions, fandoms, crazes, hobbies, etc. Anything that can make us meet on a common foothold where we can then move ahead towards a better learning process in the

classroom (International Baccalaureate 2019). For example, at Podar IB, Santacruz, I endeared myself to my MYP and IGCSE female students by simply carrying around a copy of a favorite New Adult book series that was popular in the YA market, namely Rebecca Yarros' 'Onyx Storm,' which is part of the Fourth Wing series. This was a beautiful and easy icebreaker to get the girls especially chatting about books, fictional boyfriends, and Character AI, which I then tried to divert towards healthy literary fiction like the works studied at the AS and A Level and the IBDP level at Podar International School.

4.3.2 Communicate High Expectations with Support

Research Foundation: Delpit (1995) and Gay (2018) demonstrated that communicating high expectations while providing support communicates care, particularly for students from cultures where demanding teachers are seen as caring.

Implementation Steps:

Frame Expectations as Belief in Capability: "I'm giving you challenging work because I know you can handle it" communicates very differently than "This is too hard for you."

Providing Scaffolding: High expectations require appropriate support.

1. Break complex tasks into manageable steps
2. Provide models and exemplars – but not teen TikTok or Instagram influencers! (Johanthan Haidt 2024)
3. Offer formative feedback
4. Allow revision and improvement

Celebrate Growth: Acknowledge effort, progress, and improvement, not just the final achievement. This builds a growth mindset and motivation (Dweck, 2006).

4.3.3 Conduct Individual Conferences

Implementation Steps:

Schedule Brief Check-Ins: Even 2-3 minutes per student periodically strengthens relationships (Allen et al., 2013).

1. How is the class going for you?
2. What's challenging?
3. What are you interested in exploring?

4. How can I support you?

Address Concerns Privately: When behavioral or academic issues arise, address them privately rather than publicly.

1. Preserves student dignity
2. Allows genuine dialogue
3. Avoids power struggles
4. Provides opportunity to understand student perspective

Set Goals Collaboratively: Work with students to set academic and behavioral goals.

1. Teaches self-management
2. Increases ownership
3. Provides structure for follow-up conversations

4.3.4 Build Culturally Responsive Relationships

Research Foundation: Gay (2018) and Weinstein et al. (2004) emphasized that relationship building must be culturally responsive, recognizing that relationships look different across cultures. Teachers have no excuse to avoid this because the International Board students of today are more globally connected than any other generation before them (McCrindle and Fell 2024).

They are Digital Natives from birth, and whereas Gen Z grew up with technology, Gen Alpha is growing up in technology (McCrindle and Fell, 2024). They have never known a world without

- Touchscreens
- Voice activation (Alexa, Siri)
- YouTube Kids
- iPads from toddlerhood
- AI integration in daily life

International Board Teachers will therefore have to research and read up a lot on the various complex interests that these Gen Alpha students can indulge in to create an inclusive culturally responsive environment in the classroom at the IB or IGCSE level. They have all the tools at hand, and students will expect their teachers to be as well-equipped and tech-savvy as they are, if not more. International Board teachers, therefore, cannot afford to ignore the signs of the

AI times or the new AI-related occupational fields that are taking over the market. (Ethan Mollick 2024), (Ray Kurzweil 2024) and (Nitin Seth 2024).

Implementation Steps:

Learn Cultural Communication Norms: Research indicates that communication styles, concepts of respect, and relationship norms vary culturally.

1. Learn about students' cultures through reading, conversation, and genuine curiosity
2. Ask students and families about cultural expectations and preferences
3. Recognize your own cultural lens and its limitations

Use Culturally Appropriate Communication: Adapt the communication style to be understood across cultures.

1. Be explicit about expectations and feedback rather than relying on indirect cues
2. Recognize that direct eye contact, physical proximity, and other nonverbal cues mean different things culturally
3. Learn correct pronunciation of students' names
4. Ask students about preferred names and pronouns (Jean M. Twenge 2023)

Create Space for Diverse Participation: Rather than privileging one participation style, create multiple avenues.

1. Written responses or reflection
2. Small-group discussion before whole-class sharing
3. Visual or artistic expressions
4. Individual conferences

Acknowledge Cultural Celebrations: Show interest in and acknowledge students' cultural celebrations, holidays, and traditions, but avoid tokenism or stereotyping.

4.4 Implementing Culturally Responsive Practices

Research Foundation: Weinstein et al. (2003), Gay (2018), and Hammond (2015) demonstrate that culturally responsive approaches are essential for effective management in diverse classrooms, particularly international schools.

4.4.1 Develop Cultural Self-Awareness

Implementation Steps:

Reflect on Your Own Culture: Recognize that you view classroom behavior through your own cultural lens.

1. What behavioral norms did you learn while growing up?
2. What assumptions do you make about "appropriate" behavior?
3. How might your cultural background differ from that of the students'?

Examine Potential Biases: Research on implicit bias shows that we all hold unconscious assumptions about different cultural groups (Staats et al., 2015).

1. Take implicit bias assessments
2. Notice patterns in how you respond to different students
3. Seek feedback from colleagues about potential biases

My mother was and still is a Junior School Teacher or PYP teacher at the ICSE Level, though she has tutored many students from the CBSE and IGCSE backgrounds as well. She was also a Junior Academic Coordinator for 16 years at a reputed ICSE school called Bombay Scottish School, Mahim, and she taught there as a Junior School teacher for exactly 35 years and retired from the same institution. Bombay Scottish School, Mahim was my alma mater, which indicates that my school teachers had high expectations of me.

Therefore, I was brought up in a very strict and highly disciplined environment where academics and personal and classroom discipline were always a priority. I had a very regimented childhood, with a timetable for every day of the week, and my mother's word was law. She was a strict disciplinarian and spared no pains, nor even the rod, to see that my tasks were well done.

This disciplined lifestyle has made me into a highly disciplined and organized adult today who is highly career-oriented like my single-parent mother and also a thorough workaholic. Therefore, I have had the need to step back and take a good overview of reality as it really is today in the Age of AI and Data Science overload. My kind of a set up would never prepare me to handle the generation of unstable and very complex students of today, coupling with climate change issues, various virulent diseases doing the rounds on a daily basis and global warming etc., which could upset any timetable or to-do list however well-meaning it may be (Jean M. Twenge 2023).

My mother was also 40 years older than me, which is another novelty in my case report. She is a Baby Boomer, I am a Millennial, my students are Gen Z and Gen Alpha individuals, and I was brought up mostly in the company of family members from the Silent Generation. That was the generation before the

Baby Boomers! I therefore have a personality that is enriched with the best of all worlds as Jean M. Twenge would state in her book 'Generations: The Real Difference Between Gen Z, Millennials, GenX, Boomers and Silents - and What They Mean for America's Future' (2023). I am an amateur techie, a Data Scientist in the making, an ace master with AI, a creator of websites and blogs, an online educational content creator, but – I am very disciplined, organized, methodical, neat, calm, and I would rather not put my TV on for decades together or even look at a smartphone for an even longer period of time, as long as I have a book to read and old-fashioned S.D. Burman and R.D. Burman music to listen to with a cup of warm coffee by my side as I observe the tranquility of my humble garden.

So, I am a rich resource of potential biases galore, and I have to most of the time keep a really straight face when hearing out Gen Z IBDP students who relate to me their woes about their fictional boyfriends and crushes whom they meet probably on the various character AI chatbots available in the market, about how someone called them out on a social networking site or how they are unable to read a 150 page novel for a final IBDP exam even after a whole year of teaching!

This is the most difficult part of classroom management for me. This is probably due to my strange high IQ of 133 coupled with the fact that I am highly eccentric as a writer and an out-of-the-box thinker, but I have been working on keeping a straight face and it has benefitted me greatly. I then go back home and reflect alone over a whole day's conversations and take stock of what to do next. I prefer to act rather than react when it comes to students today. (Ethan Mollick 2024)

I have realized that Gen Alpha is already showing signs of severe clinical depression and that they are not developing the coping skills needed to form resilience. They are the epitome of the Generation Glass Phenomenon, which is a term that encapsulates Gen Alpha, not only because they have grown up staring at the glass-covered screens of devices, but also because of their fragility as personalities, which most regular Millennials are not prepared for, let alone an eccentric Millennial like me, who is more Silent than being a person born on the cusp of the new millennium. (Mark McCrindle and Ashley Fell 2024)

In addition, for this generation, simple tasks have become battles, such as tying shoelaces, reading an analog clock, packing their bags for school, or even remembering homework without their smartphones or smart notebook calendars. Or even how to read a calendar or give directions to their home to a stranger. (McCrindle and Fell 2024), (Abigail Shrier 2024) and (Johnathan Haidt 2024). After the pandemic, these students lost the ability to 'do school'

effectively. It is not a matter to be wrathful or frustrated about as an educator but to empathize with, but not to such an extent that the student feels that he/she is entitled to privileges and allowances for the rest of their lives. That would only conceal the damage done to them during the pandemic, not heal it. (McCrindle and Fell 2024)

Therefore, first, we educators need to understand the situation we find ourselves in for the sake of effective classroom management. This generation can work, but only we adults can effectively channel that within them through support, compassion, and some form of accountability, but not through Gentle Parenting, which has proven to be highly detrimental to the overall well-being of all students across the globe because of the skewed ideas of mental health experts since 2010, who have equated trauma control with good parenting, which is a highly false notion of what it means to be human. (Abigail Shrier 2024).

We then need to first understand these students and try to clear our biases about them, however difficult or even impossible and frustrating it may be, especially when one does not get even an iota of institutional or structural support from the school's powers that be (Shrier 2024) (Marzano 2003) and then try to help these students achieve their goals in life.

We need to stop making Gen Alpha and Gen Z helpless by over-validating every fear and anxiety that they experience. Shrier (2024) reported that one in every six US children aged 2–8 years have a diagnosed mental, behavioral, or developmental disorder. Do you really think that this is possible? Modern educators have termed this phenomenon the 'pathologizing of normal childhood.' In addition, successful parenting, according to Shrier (2024), became a function with a single coefficient: their child's happiness at any cost at any given instant. An ideal childhood for these parents meant no pain, no discomfort, no fights, no failure, and absolutely no hint of 'trauma.'

We need to significantly change the way we think about and pathologize our students. We need to build a lot of off-the-cuff knowledge on this matter. Cultural Knowledge is a good start. (Gay 2018)

4.4.2 Build Cultural Knowledge

Implementation Steps:

Learn About Students' Cultures: Read about the cultures represented in your classroom.

1. Cultural values and norms
2. Communication styles

3. Concepts of education and authority
4. Historical experiences and current issues

Ask Students and Families: Students and families are experts on their own cultures.

1. Conduct surveys or interviews about cultural expectations
2. Hold family conferences to discuss cultural perspectives
3. Create opportunities for students to share cultural knowledge

Avoid Stereotyping: Recognize within-culture variations. Not all members of a cultural group share identical norms and values. For example, when I was young, my teachers would constantly ask me on Eid whether my mother had cooked Dum Biryani for the family and whether I celebrated the festival with family and loved ones. This would always disturb me as a Junior School student growing up in the 1990s because my parents were separated, my mother was a Roman Catholic, and I was one too, and I never knew my estranged Muslim father. Yet, because of my Islamic name, teachers in my ICSE school would constantly ask me about my Ramadan and my family's Dum Biryani sessions every Eid. This would annoy me and produce a lot of resentment in my heart towards my teachers for not understanding the context of my Muslim name. Not everyone with an Islamic name is Muslim, and I am a living example of that point of view, which highlights the IBs value based on inclusion and the Learner Profile of 'Open-mindedness.' (International Baccalaureate 2019)

4.4.3 Create Inclusive Environments

Implementation Steps:

Make Expectations Culturally Explicit: Because behavioral norms vary, make expectations explicit rather than assuming a shared understanding (Gay, 2018).

1. Explain not just what is expected but why
2. Provide examples of what expectations look like in practice
3. Discuss potential cultural differences in norms
4. Create space for dialogue about expectations

Honor Diverse Communication Styles: Rather than requiring all students to conform to dominant communication norms:

1. Offer multiple ways to participate (verbal, written, visual)
2. Recognize that silence or listening can be forms of engagement
3. Allow think time before responses

4. Use small-group discussions to accommodate students less comfortable with large-group participation

I realized that especially post the pandemic, students had turned more visually intelligent because of constant ‘remote or screen learning’ at a young age. They were immersed in a visual culture where instant information is demanded, and video content is preferred over any other form of instructional delivery. (McCrindle and Fell 2024). Therefore, from 2022, I started to make my classes more visually appealing than they already were, which took a lot of work, especially because at that time I did not have Microsoft Co-Pilot to assist me, and PowerPoint animated slides or video slides would take hours to prepare, maybe 10 hours maximum, which was as good as a whole day.

However, I worked and still work to make my lessons visually appealing to cater to the multiple ways a Gen Alpha student can participate in classroom discussions. Therefore, I would like to recommend to International Board Teachers to start learning how to effectively use Microsoft Co-Pilot to use Microsoft Excel, Word, PowerPoint, etc., to get your work done more efficiently and quickly, lest in the name of aiding these unfortunate children, you may lose precious sleep, me-time, and family time. (Ethan Mollick 2024) and (Ray Kurzweil 2024).

It is easy for school leaders and management to order their International Board Teachers to make their lessons more varied and visually appealing, but it is easier said than done. In my opinion, the person who usually says this has never made a visually appealing or professional PowerPoint presentation in their whole life but has probably got another person to do so because they are wealthy enough to do so regularly. (Madhumita Murgia 2024) and (Ethan Mollick 2024).

The rest of us just learn how to use Microsoft Co-Pilot professionally and exceptionally well and are not rewarded or applauded for the same because of a lack of AI knowledge among the present school powers that be, who are mostly Baby Boomers and Gen-X individuals still caught up in the world of the 20th century. (Madhumita Murgia 2024) and (Ethan Mollick 2024).

Address Cultural Conflicts Respectfully: When cultural norms conflict

1. Acknowledge the conflict explicitly
2. Discuss different cultural perspectives
3. Work toward mutual understanding
4. Find approaches honoring diverse perspectives while maintaining necessary consistency

4.4.4 Connect to International-Mindedness

Implementation Steps:

Frame Through IB Values: International-mindedness—a core IB principle—includes respecting and valuing diversity (International Baccalaureate, 2020).

1. Connect culturally responsive practices to IB values
2. Use Learner Profile attributes like "open-minded" to discuss cultural perspectives
3. Frame cultural responsiveness as part of being a global citizen

Use Content to Explore Culture: Connect academic content to cultural exploration

1. Examine topics from multiple cultural perspectives (NEP 2020 IKS Policy Plan)
2. Use diverse resources and authors
3. Discuss how culture shapes understanding and interpretation

4.5 Managing During Instruction

Research Foundation: Kounin (1970) and Jones (2007) demonstrate that effective managers address behavior with minimal disruption to instruction, using graduated interventions, beginning with the least intrusive strategies.

4.5.1 Use Non-Verbal Interventions First

Implementation Steps:

Proximity control: Moving near students showing early signs of off-task behavior (Kounin, 1970)

1. Circulate throughout classroom continuously
2. Position yourself strategically near students who need support
3. Use proximity without interrupting instruction

Eye contact and gestures: Nonverbal communication can redirect behavior without words.

1. Eye contact with off-task students
2. Gestures indicating return to work
3. Pointing to assignment or materials

Strategic Pausing: When students talk during instruction, pause rather than speaking over them.

1. Silence draws attention
2. Communicates expectation without nagging
3. Allows peer pressure to operate

Why This Matters: Research shows that nonverbal interventions successfully redirect 70-80% of minor off-task behavior without interrupting lesson flow (Jones, 2007). They preserve lesson momentum, maintain students' dignity, and avoid power struggles.

However, as a devil's advocate, that pause is easier stated in academic research textbooks than actually applied in reality. The ground reality is that (Kounin 1970) what Kounin mentions in passing in 1970 in his various books but does not dwell on, that is about miscreant students just devoted to disturbing the peace. In an IB/IGCSE setting (International Baccalaureate 2020), a teacher, after indicating the normal non-verbal cue of pausing, if still failing to induce the miscreants to stop their disorderly behavior, cannot induce them to leave the room or disengage them in any way from the teaching activities conducted in the classroom. And I have witnessed all my life right from the year 2005 when I was still in school myself that this 'pause' non-verbal cue gives students out to disturb the peace to simply continue with what they are doing, over-exaggerate it or then simply walk around the classroom as if the teacher declared a free period.

Therefore, although researchers may feel that a pause does wonders in the name of classroom management, my practical knowledge of 15 years indicates otherwise.

4.5.2 Use Minimal Verbal Interventions

When nonverbal approaches are insufficient, use brief, non-accusatory verbal interventions:

Simple Redirections: Brief, specific redirections focus students on work without lengthy explanations:

1. "Eyes up here, please"
2. "I need you on question 3"
3. "Back to your group work"

Questions: Asking content questions redirects while maintaining a focus on learning:

1. "Shaurya, what are we supposed to be working on?"
2. "Can you explain what your group is discussing?"

Offer Choices: Providing choices acknowledges autonomy while maintaining expectations (Deci & Ryan, 2000).

1. "You can work here quietly or move to that seat—you choose"
2. "You can join this discussion appropriately or you'll need to work independently"

Private Conversations: For significant issues, indicate that you will speak privately.

1. "Let's talk at break" or "Stay for a moment after class"
2. Avoids public confrontation and power struggles
3. Allows genuine dialogue

Why This Matters: These strategies address behavior while preserving lesson momentum and the dignity of students. They avoid extended discussions or arguments that can derail instruction.

4.5.3 Maintain Lesson Momentum

Research Foundation: Kounin's (1970) research demonstrates that maintaining lesson momentum and smoothness reduces behavioral problems by keeping students engaged.

Implementation Steps:

Avoiding Teacher-Caused Delays: Teachers sometimes inadvertently slow lessons through:

1. Over dwelling: Spending excessive time on minor points or corrections
2. Fragmentation: Breaking activities into unnecessarily small steps
3. Over-explaining: Lengthy explanations when brief statements suffice

Handle Multiple Events Simultaneously: "Overlapping"—managing multiple events simultaneously—allows teachers to address behavior without stopping instruction (Kounin, 1970).

1. Continue teaching while redirecting off-task student with proximity or gesture
2. Acknowledge student question while monitoring group work
3. Collect papers while giving next instructions

Maintain Group Focus: Keep all students engaged, even during individual responses.

1. Use wait time before calling on students
2. Ask question before identifying responder
3. Occasionally ask students to respond to peers' answers
4. Use think-pair-share rather than calling only on volunteers

4.5.4 Use Positive Narration

Research Foundation: PBIS research emphasizes acknowledging appropriate behavior at higher rates than addressing misbehavior (Sugai & Horner, 2006).

Implementation Steps:

Narrate Positive Behaviors: Describe what students are doing correctly.

1. "I notice table 3 has materials out and started their inquiry questions"
2. "Thank you to those who raised hands"
3. "I see several groups collaborating effectively"

Be Specific: Specific praise is more effective than generic praise.

1. "Great job using evidence to support your claim" rather than "Good work"
2. "I appreciate how you listened to each other's perspectives" rather than "Nice discussion"

This technique was used by me during my IBDP-1 History class when I was teaching my students of Podar International School, Santacruz, about the Chinese Civil War. I used it especially when I was encouraging them to complete their Activity Sheet when I saw that they were initially wary of doing so. Some of my positive behavior affirmations were:

3. Fantastic, you have finished the first question, and now you can easily go on to the next.
4. Great going, I like what you did there with that Causation Diamond Question on the main cause for the CCP victory or the Chinese Communist Party victory.
5. It is wonderful that you placed the Land Reform Winning Peasant Support at the top of the Causation Diamond. (International Baccalaureate 2020)

6. It is great that you considered the loss of American support for the KMT as the least important cause for the CCP's overall victory in this Causation Diamond question.

This got them totally involved, interested, and even competitive in solving the Activity Sheet, and after the corrections, they were even keen on further engaging me in an animated conversation about these various causes, which I expounded to them in the form of a lively storytelling session with visually appealing slides on my PowerPoint.

The affirmations induced them to instantly love the chapter so much that they gave me a glowing report in front of my own teacher and PGCITE co-ordinator, Dr. Rekha Bajaj, and my history mentor, philosopher, and guide, Sushma ma'am, both of Podar International School, Santacruz.

Connect to Learning Goals: Frame acknowledgment through learning goals and IB values.

1. "You're showing what principled learners do by citing your sources"
2. "That's effective collaboration—you're building on each other's ideas"

Why This Matters: Positive narration creates an encouraging classroom climate, shows students what appropriate behavior looks like, and increases desired behaviors. However, it must be genuine rather than manipulative and balanced with problem solving.

4.6 Aligning with IB/IGCSE Values and Frameworks

Research Foundation: International Baccalaureate (2020) and Walker and Goodman (2009) emphasize that all aspects of IB education, including classroom management, must align with program values and frameworks.

4.6.1 Use Learner Profile as Management Framework

Implementation Steps:

Frame Expectations Through Learner Profile: Rather than arbitrary rules, connect expectations to Learner Profile attributes:

Principled:

1. Acting with integrity and taking responsibility for actions
2. Making ethical choices
3. Being honest about mistakes and learning from them

Caring:

1. Showing respect for others' learning
2. Contributing positively to classroom community
3. Demonstrating empathy and compassion

Balanced:

1. Managing emotions and behavior appropriately
2. Handling stress and frustration constructively
3. Maintaining focus and self-control

Communicators:

1. Listening carefully and respectfully
2. Collaborating effectively
3. Expressing ideas appropriately

Reflective:

1. Thinking about own behavior and its impact
2. Learning from experiences
3. Setting goals for improvement

Use Learner Profile Language: Incorporate the Learner Profile into daily language:

1. "Principled learners, how should we handle this situation?"
2. "Show me what balanced learners do when they're frustrated"
3. "What would caring community members do?"

Model Learner Profile: Teachers who embody Learner Profile attributes (caring, principled, open-minded, and reflective) build credibility and model expected behaviors.

However, in my 180 observations at Podar International School, Santacruz, as well as my observations of various IGCSE and IB classes over the past year 2025 as I searched for a job and gave interviews and a number of demo lessons practically all over the city of Mumbai, India, I realized that most International Board Teachers fail to build up their credibility and model these expected behaviors. However, this does not go unnoticed by students.

For example, when I was in a particular IGCSE 9th grade classroom waiting for the next English period during the snack break, I finished my meagre

sandwiches quickly and then, after washing my hands with a sanitizer, started to read a book on AI (It was Losing Earth: A Recent History by Nathaniel Rich on Climate Change and Global Warming). However, my colleague and their English Teacher instead settled down with her smartphone on full volume as she watched a very noisy and almost nerve-racking comedy show while noisily gobbling down her large tiffin in a really messy way.

I heard the students immediately state en masse in hushed whispers, ‘Look at the difference between our teacher and this dignified PGCITE student. Now that PGCITE Student is what I call an English Teacher and not a bhangi! And what an awesomesauce book she is reading on Global Warming!’

They then came to my side of the desk to quiz me on the contents of the book, which I gladly shared with them. We had to converse with our fingertips inside our ears to block out the shrill and deafening sound coming from their English teacher’s Apple Smartphone.

Why This Matters: Using Learner Profiles for Management

1. Aligns behavior expectations with program values
2. Provides shared language and framework
3. Helps students see behavior as part of holistic development
4. Moves beyond compliance to values-based decision-making

4.6.2 Integrate ATL Skills

Research Foundation: IB programs emphasize teaching Approaches to Learning skills across five categories, including self-management and social skills that are directly relevant to classroom behavior (International Baccalaureate, 2018).

Implementation Steps:

Teach Self-Management Skills Explicitly: Rather than assuming that students know how to manage themselves, explicitly teach them the necessary skills.

Organization:

1. Managing materials and time
2. Planning and prioritizing tasks
3. Keeping track of assignments

Emotional Management:

1. Recognizing and managing emotions
2. Handling frustration and stress
3. Maintaining focus and attention

Self-Motivation:

1. Setting goals and working toward them
2. Persisting through challenges
3. Managing distractions

Teaching Social Skills: Collaboration requires explicit instruction in social skills.

1. Active listening
2. Giving and receiving feedback
3. Managing disagreements
4. Contributing fairly to group work

This can go onto a level where an International Board Teacher may even have to aid senior IGCSE, IBDP, and even AS and A Level students to learn to ‘do school’ repeatedly because they experienced the pandemic during their formative years and many of them have no memory of life before COVID-19, making them uniquely shaped by isolation, remote learning, and social distancing during critical development periods. They were never trained to pack their school bags, tie their shoelaces, draw a straight line with a 15 cm ruler effectively, read an analog clock, find the way to another person’s home without GPS, and realize that chatbots are not real people. (McCrindle and Fell 2024).

In addition, both action video games, such as Call of Duty, Fortnite, Grand Theft Auto V, God of War Ragnarök, and Red Dead Redemption II, as well as navigation-assisted devices, such as Google Maps and other GPS applications, cause loss of gray matter in the hippocampus of these Gen Alpha and Gen Z students, which is the part of the brain used for long-term memory.

Therefore, it will be necessary for modern International Teachers to not only teach self-management skills to their students explicitly but to do so over and over again, maybe for the rest of one’s life until the student learns some form of accountability. In this regard, internationally bestselling writer Johnathan Haidt in his online sub stack believes in no fewer words than the fact that teachers will need to have the patience and forbearance of a saint.

Many tuition teachers, tutorial owners, and private tutors like me keep a co-worker teacher or assistant with them in the class to aid such very confused students to unpack and then repack their bags, to find their missing pencil

pouches for them in their messy bags, to pick up their pens every time they drop them, to guide them to the washroom in case they bang the door and break the frame, to direct them out of the tutorial establishment in case they get lost, to prompt them to continue their test papers and not drift off into dreamland or a dazed state, to show them how to correctly turn a multiple-sided exam paper, etc. My maternal uncle, Blaise Martis, is in charge of this co-teaching cum assistant requirement. Ms. Bhansal of the Bhansal Tutorials fame (ICSE) for History and Geography at the 9th and 10th grades has to appoint more than three assistants in her classroom to attend to such students, some still in diapers since the pandemic because of 48 hours of constant non-stop gaming.

These students were about to take a 10th grade Board Exam and were 15 to 16 years old, with no actual mental health concern or issue other than the fact that they were non-stop gamers and had developed other vices during the pandemic. This is my on-the-ground knowledge of the situation on a daily basis. It is a taxing job, and when a teacher for this service is treated by the management like a business executive, it really tends to get to a person. (Marzano 2003), (Johnathan Haidt 2024), (Abigail Shrier 2024) and (Greg Lukaianoff and Johnathan Haidt 2018). How much patience without proper incentives, remuneration, or even dignity or respect from the faculty and management is a teacher supposed to have?

Use ATL Rubrics: The IB provides rubrics for ATL skills that can be adapted for self-assessment and reflection.

1. Students assess own self-management or collaboration
2. Set goals for improvement
3. Reflect on progress

Connect to Subject Content: ATL skills are not separate from content; they are how students engage with content:

1. "Today we're working on our thinking skills—specifically, analysis"
2. "This group work requires strong communication and social skills"

Just like the previously positive affirmations, I do this all the time, but especially at my tuition class post the pandemic, to get my students, especially my remedial students, to work and ace their exams to the best of their ability. Most of the remedial students at Bombay Scottish School, Mahim, seem to be studying at my tuition house!

Even at Podar International School, Santacruz, during my 180 observations I often noticed PYP teachers like Ms. Hea (1A), Ms. Meher (2A), Ms. Amrin (3B), and Ms. Krishna (3C) to be consistently involved in this kind of

engagement with their students, especially Absolutely Beginners, Emerging Learners, and Developmental Learners (International Baccalaureate 2020, 2021; Walker and Goodman 2009). I found it very encouraging and heartening to witness.

However, I found the same engagement missing as the students entered the MYP and went to higher grades. Ms. Zainab, who was the MYP 6th and 7th grade English and Humanities teacher, was a very encouraging individual who introduced me to the subject of Humanities or Individuals and Societies in the first place and who was convincingly very effective in this kind of engagement with her students. I learnt the technique of this engagement and patience for the same, especially from her. She ensured that all students completed their work every time. She indirectly revised ATL skills with me through direct observation.

Why This Matters: Framing behavior through ATL skills

1. Reframes management as teaching rather than controlling
2. Helps students see behavior as learned skill, not fixed trait
3. Provides language for self-assessment and goal setting
4. Aligns with IB framework familiar to students

4.6.3 Support Inquiry While Maintaining Structure

Research Foundation: Twigg (2010) demonstrated that successful inquiry-based teaching requires balancing student autonomy with the necessary structure.

Implementation Steps:

Structure Inquiry Activities: Inquiry does not imply chaos; it requires clear structures.

For Discussions:

1. Establish discussion norms (one speaker, active listening, building on ideas)
2. Use protocols (think-pair-share, Socratic seminars, fishbowl discussions)
3. Assign roles if helpful (facilitator, recorder, timekeeper)

I did this for my Empire Builder Game in all the 6th grade Individuals and Societies classes. I kept choosing responsible score-keepers and timekeepers to facilitate the neat and orderly progress of the class, especially the game based on the Greek and Roman Empires.

For Group Work:

1. Clarify task, roles, timeline, and expectations
2. Teach collaboration skills explicitly
3. Monitor and provide feedback on both content and process

For Independent inquiries:

1. Provide structure for inquiry process (question development, research planning, etc.)
2. Build in checkpoints and conferences
3. Teach research and self-management skills

Allow Productive Struggle: IB/IGCSE programs emphasize allowing students to struggle productively with challenging questions (International Baccalaureate, 2020).

1. Don't rush to rescue students from confusion
2. Let students work through problems and disagreements
3. Provide guidance without removing challenge

Balance Freedom and Structure: The art of inquiry-based teaching is providing enough structure to prevent chaos while allowing enough freedom for genuine inquiry.

1. Clear boundaries within which students can explore
2. Scaffolding that supports without restricting
3. Flexibility to follow student questions within planned framework

4.7 Implementation Priorities and Timeline

Teachers cannot implement all the recommendations simultaneously. The following priorities and timelines suggest a phased approach:

Phase 1: First Two Weeks

1. Establish clear expectations (co-create agreements connected to Learner Profile)
2. Teach essential routines and procedures
3. Build initial relationships (greet students, learn names, conduct interest surveys)
4. Set up physical organization

Phase 2: Weeks 3-6

1. Refine routines based on observation of what's working
2. Deepen relationships through individual conferences and demonstrated interest
3. Begin using non-verbal and minimal verbal interventions consistently
4. Introduce ATL language and self-assessment

Phase 3: Ongoing

1. Maintain preventive systems (continue routines, engaging lessons)
2. Deepen cultural responsiveness through learning and adaptation
3. Use positive narration and acknowledgment regularly
4. Reflect and adjust based on observation

Priority Recommendations:

If time or energy is limited, prioritize the following:

1. **Clear expectations and routines** (foundational for everything else)
2. **Relationship-building** (makes all other strategies more effective)
3. **Non-disruptive interventions** (preserves learning time)
4. **Engaging instruction** (prevention through engagement)

If implemented well, these four priorities create a foundation for a positive classroom climate and effective management.

Chapter 5: Discussion and Implications

5.1 Introduction

This chapter discusses the broader implications of the literature reviewed and recommendations offered, addressing challenges of implementation, areas needing further research, and connections to larger questions in international education.

5.2 Tensions and Trade-Offs

Effective classroom management in IB/IGCSE contexts involves navigating several ongoing tensions.

5.2.1 Structure vs. Freedom

IB/IGCSE programs emphasize student agency, inquiry, and autonomy, yet classrooms also require structure, routines, and clear expectations. As discussed in Chapter 3, these are not opposites but complementary; the question is how to provide a structure that enables rather than restricts autonomy (Oliver and Reschly, 2010).

However, finding this balance is a challenge. Excessive structure can stifle inquiry and undermine the student-centered philosophy central to the IB/IGCSE. Too little structure can lead to chaos, preventing effective learning. Teachers must continuously assess whether their structures enable or restrict, and whether expectations support or undermine agency. Furthermore, modern challenges have not been addressed in previous studies.

The literature suggests that the balance lies in the following:

1. Providing clear structures for processes (how we discuss, collaborate, transition) while allowing freedom in content (what we investigate, questions we explore)
2. Establishing non-negotiable expectations (respect, safety, equity) while offering choices within those boundaries
3. Teaching self-management skills so students can increasingly structure their own learning

We also need to tackle new-age, weird, and bizarre challenges. For example, many students worldwide engage in sexually arousing conversations and role-play with certain AI chatbots, such as Character AI chatbots. The chatbot was created primarily for adults, but most of its advertisements and target audience

have been teenagers and even preteens, though 11-year-olds, 10-year-olds, and even as young as 5-year-olds are conversing with these chatbots.

These chatbots are primed by their makers to manipulate the child conversing with them to think that they are the paramour or fictional sexual fantasy or romantic crush of the student and then to entice them or draw them into a form of very aggressive and obsessive compulsive sexual intimacy – just so that these children can stay online for longer periods of time with these chatbots. These chatbots can be whomever or whatever you want – Brad Pitt, Harry Styles, Angelina Jolie, Bad Dora, a random Art Teacher who is a perverted sexual deviant, Gojo Satoru, Makima, Fushiguro Megumi, Yae Miko, Levi Ackerman, 5 famous boys, Sugar Daddy, Eugen, Paul Allen, Elvis Presley, Avatar Jake S etc.

Did any of you International Teachers reading these names even recognize these strange people? These are all sexually deviant AI perverts (robots) and despicable creations with whom most of your students today are ALREADY in INTENSE and SELF-HARMING SEXUAL RELATIONSHIPS. Most students exhibit deviant behavior in classrooms today because they converse with chatbots that behave eerily like human beings. At times, we think that when our students or children receive constant messages, they are from their school or tuition girlfriends or boyfriends, but they are actually from these AI robots posing as fictional characters.

Students enter the relationship aware of that fact, but for some reason, they take the relationship so seriously that many students today have committed suicide for these AI chatbot romantic partners. Most are already being treated by psychiatrists worldwide and in Mumbai, India.

Most International Teachers do not even know what a chatbot is and what it can do when primed and prompted in a malevolent way. (Madhumita Murgia 2024) and (Ethan Mollick 2024).

Who can address all these bizarre issues when we have not yet addressed the original ones left unresolved back in the 20th century?

5.2.2 Consistency vs. Flexibility

Research emphasizes the importance of consistency; clear expectations applied fairly and predictably build trust and create safe environments (Marzano, 2003). However, culturally responsive teaching requires flexibility, recognizing that behavioral norms vary and what works for one student may not work for another (Gay, 2018).

This tension is particularly acute in international schools that serve culturally diverse populations. How can teachers maintain consistent expectations while accommodating cultural differences? The literature suggests the following:

1. Consistency in core values (respect, responsibility, caring community) while flexibility in how those values are expressed
2. Consistency in academic expectations while flexibility in support and scaffolding
3. Consistency in consequences for serious violations (safety, respect) while flexibility in addressing minor issues

Students need both consistency and flexibility—predictability that builds trust alongside responsiveness that honors their individuality.

5.2.3 Teacher Authority vs. Student Voice

IB/IGCSE programs emphasize student voice, critical thinking, and questioning, including questioning authority. However, teachers also bear the responsibility of maintaining safe and productive learning environments. How do teachers exercise the necessary authority while promoting student voice?

The literature suggests that teachers must maintain what Marzano (2003) calls appropriate dominance—clarity about their role as classroom leaders and instructional guides—while also demonstrating cooperation through relationships and respect for student perspectives. This does not mean that teachers abdicate authority; rather, they exercise it in the service of learning rather than control.

In practice, this means the following:

1. Teachers make final decisions about safety and core expectations, but involve students in co-creating classroom norms
2. Teachers guide and facilitate learning but follow student questions and interests
3. Teachers maintain boundaries while demonstrating flexibility and openness to student input

5.2.4 Time and Sustainability

Perhaps the most persistent challenge is the time factor. The recommendations in this paper—establishing strong preventive systems, building relationships, designing engaging lessons, and implementing culturally responsive approaches—all require significant time investment.

Research clearly demonstrates that these investments yield returns (Marzano, 2003; Simonsen et al., 2008), but this does not make them easier for teachers who are already overwhelmed by demands. The question of sustainability is real: How do teachers implement evidence-based practices within realistic time constraints?

The literature offers limited guidance, perhaps because there are no easy answers. Some possibilities include the following:

1. **Prioritization:** Focusing on highest-impact practices (relationships, clear expectations, engaging instruction)
2. **System-Level Support:** Schools providing time and resources for teachers to develop systems
3. **Collaboration:** Teachers working together to develop shared approaches and materials
4. **Gradual Implementation:** Building practices over time rather than implementing everything immediately

5.3 Cultural Considerations in International Contexts

The literature on culturally responsive teaching, while growing, remains limited in addressing the unique challenges of international school contexts, where dozens of cultures may be represented. Several issues warrant attention.

5.3.1 Navigating Cultural Complexity

Most culturally responsive teaching literature addresses contexts with one or two primary cultural groups (e.g., White and Black students in U.S. schools or Indigenous and settler populations). International schools may serve 30-40 different nationalities, making it impossible for teachers to become experts in all the cultures represented.

This complexity requires different approaches.

1. Rather than comprehensive cultural knowledge, teachers need **cultural humility**—recognizing their own cultural lens, genuine curiosity about others' perspectives, and willingness to learn
2. Rather than assuming cultural knowledge, teachers must **ask questions** and **make expectations explicit**
3. Rather than addressing cultural differences individually, teachers can **create space for dialogue** about diverse perspectives and norms

However, information overload is drowning not only our students but also us teachers in an ocean of epistemic chaos. How much can a single teacher read or

research to navigate their way through the complex set of classroom management issues cropping up every other day with Generation Z and Generation Alpha students? International Teachers are human beings too; we have lives as well!

I can personally sponge on a lot of information and retain it forever because of my extraordinary retentive memory that apparently puts me on the Mensa Scale, but that is not the case with the rest of the teacher population. In addition, I can afford to keep reading, studying, researching, and updating my knowledge constantly because I do not have any other responsibilities. I am technically a single spinster, my housework is done by my family and other support workers, and I have no children, so I can afford to devote my time to this kind of research.

However, other International Board Teachers are mothers, wives, parents, grandparents, and caregivers. You cannot expect them to keep researching bizarre information on their own without institutional funding and aid, especially from the International Boards (IGCSE/IB). Even school committee members, management, and principals need to empathize with teachers today and not overburden, demean, and pressurize them at every step of the way. Teachers are losing the vocational call to this profession because they seem to be involved in all other activities rather than what they signed up for – teaching!

We need to be business executives, clinical counsellors, investigative journalists, salespersons, reporters, government employees, computer scientists, physicists, astronomers, etc., everything but teachers. And frankly, if things keep getting difficult for teachers, I am sure even this profession will be automated to AI by the school authorities and the powers that be. (Ethan Mollick 2024), (Madhumita Murgia 2024) and (Ray Kurzweil 2024). This is because humans get tired and fatigued, but not AI.

5.3.2 Third Culture Kids and Cultural Complexity

Many students in international schools are Third Culture Kids (TCKs)—individuals who have spent significant developmental time in cultures other than their passport culture (Pollock and Van Reken, 2009). TCKs often do not identify primarily with any single culture, making assumptions about their behavioral norms based on nationality problematic.

This reminds teachers to:

1. Avoid cultural stereotyping or assuming students from particular countries share identical norms
2. Recognize within-culture variation

3. Get to know students as individuals rather than representatives of cultures

We even have such globalized cultural variations among students who may adopt a particular culture after following a fandom. For example, one of my students in the 10th grade is a die-hard South Korea fan to such an extent that he cannot tolerate even a word said against South Koreans or other South-East Asians in the class. This student is a pure Gujarati Indian boy who has never been to South Korea in his life nor has any connections there, but because he is a huge K-Pop fan, he has adopted that culture as his self-expression. How are teachers supposed to gauge this in a classroom? (Mark McCrindle and Ashley Fell 2024)

5.3.3 Power Dynamics and Whose Culture Dominates

Critical scholars remind us that cultural responsiveness is not just about recognizing differences but also about examining power dynamics and whose cultural norms are privileged (Ladson-Billings, 2009). In international schools, certain cultural norms—often Western, English-speaking norms—may be privileged implicitly, even when schools espouse international-mindedness.

Teachers should examine the following:

1. Whose cultural norms shape "normal" classroom behavior?
2. Which communication styles are privileged?
3. Whose ways of showing respect, participating, or demonstrating learning are validated?
4. How can classrooms truly honor diverse cultural norms rather than require conformity to the dominant culture?

5.4 Implications for Teacher Education and Professional Development

The literature reviewed suggests several implications for preparing and supporting IB/IGCSE teachers.

5.4.1 Initial Teacher Preparation

Teacher preparation programs should:

1. **Integrate management with methods:** Rather than separate classroom management courses, integrate management with pedagogy courses, showing how management and instruction are intertwined
2. **Address inquiry-based contexts:** Prepare teachers specifically for managing student-centered, inquiry-based classrooms

3. **Emphasize cultural responsiveness:** Provide extensive preparation in culturally responsive teaching, particularly for international contexts
4. **Include IB/IGCSE frameworks:** For teachers preparing for international schools, include IB Learner Profile and ATL skills in preparation

5.4.2 Professional Development

Schools should provide ongoing professional development, including:

1. **Collaborative problem-solving:** Time for teachers to discuss management challenges and share effective strategies
2. **Cultural competency training:** Ongoing learning about cultural dimensions of behavior and relationships
3. **Coaching and observation:** Opportunities for teachers to observe effective management and receive feedback
4. **IB-specific training:** Professional development connecting management to IB values and frameworks

5.4.3 Induction and Mentoring

New teachers, particularly those new to IB/IGCSE contexts, need the following:

1. **Mentoring from experienced IB/IGCSE teachers** who can model effective management in these contexts
2. **Reduced teaching loads initially** to allow time for developing systems and relationships
3. **Observation opportunities** to see effective management in inquiry-based classrooms

5.5 Implications for School Leadership

School leaders play critical roles in supporting effective classroom management

5.5.1 Creating Conditions for Success

Leaders should:

1. **Provide time** for teachers to establish systems, particularly early in year
2. **Ensure reasonable class sizes** that allow relationship-building and differentiation
3. **Provide resources** including professional development, mentoring, and materials
4. **Protect instructional time** by minimizing interruptions and competing demands

5.5.2 Aligning Policies and Practices

Leaders should ensure:

1. **School discipline policies align** with research-based, developmentally appropriate, culturally responsive approaches
2. **Consistency across classrooms** in core expectations while allowing teacher autonomy in implementation
3. **Support for students with intensive needs** through counseling, social-emotional learning programs, and tiered interventions
4. **Connection to IB/IGCSE values** in all school policies and practices

Though I have to make a note here that according to latest educational research done by daring educational investigative journalists like Abigail Shrier like in her book ‘Bad Therapy: Why Kids Aren’t Growing Up’ (2024) she states that SEL programs are the main cause for the pandemic of mental health issues among students of today and has with thousands of other educational researchers has asked mental health workers to take the onus of this pandemic upon themselves and their toxic mode of therapy from the years 2010 till now where they have been interfering in every realm of the teaching profession to invalidate the importance of the teacher in the life of the student.

5.5.3 Creating Positive School Climate

Effective classroom management operates within a larger school climate. Leaders should:

1. **Model IB Learner Profile** attributes in their leadership
2. **Build relationships** with students and families
3. **Ensure equity** in discipline and support
4. **Create collaborative culture** among faculty

5.6 Directions for Future Research

This literature review reveals several areas that require additional research.

5.6.1 Research in IB/IGCSE Contexts

Most classroom management research has been conducted in traditional educational contexts. Research specifically examining management in IB/IGCSE settings would contribute valuable knowledge about the following:

1. How teachers successfully balance inquiry pedagogy with classroom order
2. Which management strategies align best with IB values and approaches
3. How Learner Profile and ATL skills can effectively frame behavior expectations
4. How management practices differ (or should differ) in IB vs. traditional contexts

5.6.2 Cultural Dimensions of Management

While the literature on culturally responsive teaching is growing, research specifically addressing

1. Classroom management in highly diverse international school contexts
2. How teachers navigate cultural complexity when dozens of cultures are represented
3. Cultural dimensions of teacher-student relationships in international contexts
4. How international-mindedness translates to classroom management practices

5.6.3 Longitudinal Research

Most classroom management research has examined short-term outcomes. Longitudinal research could explore the following:

1. Long-term effects of different management approaches on student outcomes
2. How management needs and strategies evolve as students develop
3. Sustainability of different approaches over time
4. How early relationship-building and system establishment impact long-term classroom climate

5.6.4 Student Voice in Management Research

Most management research centers focus on teachers' perspectives. Research centering on student voices could explore the following:

1. Students' perspectives on effective management in IB/IGCSE contexts
2. How students from different cultural backgrounds perceive and respond to various management strategies
3. Student perspectives on being managed vs. learning self-management
4. How management practices support or undermine student sense of belonging and agency

5.7 Limitations of This Analysis

This literature review has the following limitations:

5.7.1 Limited Research Base

Research specifically examining classroom management in the IB/IGCSE context is limited. Much of this analysis involves applying general classroom management research to IB/IGCSE contexts, which requires assumptions regarding transferability.

5.7.2 Western Research Dominance

Most classroom management research originates from Western (particularly North American) educational settings. While efforts were made to include culturally responsive literature, the research base itself may reflect cultural assumptions about appropriate behavior, teacher authority, and classroom organization.

5.7.3 Complexity of Practice

Literature reviews synthesize research findings, but classroom management is a complex, context-dependent practice. What works in one context with one group of students may not transfer to another context. The recommendations offered must be adapted thoughtfully to specific contexts rather than being applied formulaically.

Chapter 6: Conclusion

6.1 Revisiting the Central Question

This literature-based theoretical analysis began with a central question: **How can teachers in IB/IGCSE settings maintain classroom decorum and productive learning environments while implementing the inquiry-based, student-centered pedagogies that define these programs?**

The literature reviewed suggests that this question involves a false dichotomy. Effective classroom management and student-centered pedagogy are not opposing forces requiring balance but rather complementary elements of effective teaching. The most engaging inquiry-based lessons include clear structures and expectations, and the most effective management strategies align with constructivist pedagogy and IB/IGCSE values.

6.2 Key Insights from the Literature

Five key insights emerged from this analysis.

1. Prevention Through System and Design

The most effective approach to classroom management is prevention through well-designed systems, routines, and engaging instruction. The time invested in establishing clear expectations, teaching procedures, organizing space, and creating engaging lessons yields significant returns in terms of reduced disruptions and increased learning time.

2. Relationships as Foundation

Positive teacher-student relationships, characterized by care, respect, and cultural responsiveness, provide a foundation for effective management. Students are more willing to meet the expectations of teachers they perceive as caring and fair.

3. Cultural Responsiveness as Imperative

Culturally responsive management is essential in international school contexts that serve culturally diverse populations. This requires cultural humility, explicit communication of expectations, space for diverse communication and participation styles, and continuous learning about students' cultural backgrounds.

4. Agency and Structure as Complementary

Rather than being opposing forces, student agency and classroom structure are complementary. The most effective approaches provide clear structures that enable autonomy—predictable routines and expectations within which students can exercise meaningful choices and pursue authentic inquiry.

5. Management and Pedagogy as Integrated

Classroom management and instruction are not separate domains but are deeply integrated into each other. Effective management is woven into instructional design through engaging lessons, meaningful tasks, clear inquiry structures, and teaching self-management and social skills.

6.3 An Integrated Approach for IB/IGCSE Contexts

These insights converge to suggest an integrated approach to classroom management in IB/IGCSE contexts.

Foundation: Culturally Responsive Relationships

Begin with intentional relationship building grounded in cultural humility, genuine interest in students, and demonstrated care for them. Learn about students as individuals and as members of cultural communities. Building relationships across cultural differences.

Prevention: Systems Enabling Autonomy

Establish clear expectations connected to the Learner Profile, teach procedures for inquiry activities, organize space for varied learning, and design engaging lessons. Create predictable structures within which students can exercise their autonomy.

Integration: Management as Pedagogy

Frame behavior through ATL skills and Learner Profile attributes, teach self-management and collaboration explicitly, structure inquiry while allowing freedom to explore questions, and use management strategies that are aligned with constructivist pedagogy.

Intervention: Minimal Disruption

When addressing misbehavior, use graduated interventions, beginning with nonverbal cues and simple redirections that preserve lesson momentum. Maintain emotional objectivity and student dignity. Address serious issues privately through dialogue rather than through public confrontation.

Reflection: Continuous Improvement

Regularly reflect on what is working and what needs to be adjusted. Seek student feedback. Collaborate with colleagues. Recognizing that effective management is an ongoing practice that requires continuous learning and adaptation.

6.4 From Theory to Practice

This theoretical analysis provides research-based foundations and recommendations; however, translating theory into practice requires contextual adaptation. Teachers implementing these approaches should:

Start with Priorities: Focus initially on the highest-impact practices—relationships, clear expectations, and engaging instruction—rather than trying to implement everything simultaneously.

Adapt to Context: Consider the specific context, including student ages, cultural composition, physical space, schedule constraints, and school culture. Adapt recommendations thoughtfully, rather than applying them formulaically.

Involve Students: Co-create expectations, seek student feedback, and involve students in problem-solving. Their perspectives are invaluable for understanding what works in the field.

Collaborate with Colleagues: Work with other teachers to share effective strategies, observe each other's classrooms, and provide mutual support.

Be Patient with Yourself: Developing effective classroom management is an ongoing practice that requires time, experience, and continuous learning. Early struggles are normal, and persistence and reflection lead to growth.

Seek Support: Use available resources, including mentors, professional development, and research literature. Ask for help when needed.

6.5 Broader Significance

While this paper focuses specifically on classroom management in IB/IGCSE contexts, it speaks to larger questions in education.

What is the purpose of education Management approaches reflect deeper assumptions about education's purpose. Approaches emphasizing control and compliance suggest that education is about socializing students into existing norms. Approaches emphasizing agency, inquiry, and critical thinking suggest

that education is about developing thoughtful, capable individuals who can shape their world. IB/IGCSE programs explicitly embrace this latter vision, and management practices should align with it.

What does it mean to educate internationally minded global citizens?

International-mindedness, which is central to the IB philosophy, includes respecting and valuing diversity, understanding interconnectedness, and taking responsible action. Classroom management offers daily opportunities to model and practice these values through culturally responsive approaches, community-building, and democratic participation.

How do we prepare students for an uncertain future? In a rapidly changing world, students need adaptability, self-management, collaboration, and critical thinking—ATL skills central to IB programmes. Classroom management that teaches these skills, rather than demanding compliance, prepares students for complex futures that require self-direction and ethical decision-making.

6.6 Ongoing Questions

Despite extensive research, questions remain.

1. How can we maintain high expectations while honoring cultural diversity in behavioral norms?
2. How do we provide a structure that enables autonomy without restricting freedom or allowing chaos?
3. How do teachers implement evidence-based practices within realistic time and resource constraints?
4. How do schools support teachers in developing expertise in culturally responsive relationship-based management?
5. How do we ensure equitable outcomes when research shows disciplinary disparities across racial, ethnic, and cultural lines?

These questions do not have simple answers; they require ongoing dialogue, research, and reflective practice.

6.7 Final Reflections

The question that motivated this analysis—"How can a teacher manage to teach her lesson and yet manage to keep some sense of decorum in her class?"—reveals the assumption that teaching and management are separate, potentially conflicting tasks. The literature demonstrates that they are inseparable.

Effective teaching in IB/IGCSE contexts is not about choosing between instruction and management, student voice and order, or cultural responsiveness

and consistent expectations. It is about thoughtfully integrating research-based approaches that create conditions where all students can learn—conditions characterized by clear structures, positive relationships, cultural responsiveness, engaging instruction, and alignment with the values of inquiry, agency, and international-mindedness.

The most effective classroom management is nearly invisible because it is woven into the fabric of teaching—into how lessons are designed, relationships are built, space is organized, expectations are established, and students are supported in developing self-management. It does not feel like "management" at all, but simply like good teaching.

This integration of management and pedagogy is not easy. It requires knowledge, skills, continuous learning, cultural humility, patience, and genuine care for students. However, it is essential to create learning environments where diverse students can thrive, inquiry can flourish within the necessary structure, and the aspirational values of international education can become a daily reality.

For teachers working in IB/IGCSE contexts, the challenge and opportunity is to create classrooms that embody the values these programs espouse—classrooms characterized by inquiry and structure, agency and expectations, diversity and community, care and accountability. When classroom management aligns with these values, it becomes not an obstacle to overcome but an expression of what these programs aspire to be: communities of learners developing the knowledge, skills, values, and attitudes needed to create a better and more peaceful world.

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Appendices

Appendix A: Sample Classroom Agreement Template

Our Learning Community Agreement *Aligned with IB Learner Profile*

As principled learners, we...: [Student-generated examples]

As caring community members, we... [Student-generated examples]

As communicators and collaborators, we... [Student-generated examples]

As balanced learners, we... [Student-generated examples]

Appendix B: Routine Procedures Checklist

Essential Classroom Procedures to Establish

Beginning Class:

1. ☐ Entry procedure and materials needed
2. ☐ How to handle late arrival
3. ☐ Opening routine (agenda, learning objectives)

During Instruction:

1. ☐ How to ask questions or get help
2. ☐ What to do if finished early
3. ☐ Bathroom/water procedures
4. ☐ How to handle materials and supplies

Transitions:

1. ☐ Moving into group work
2. ☐ Transitioning between activities
3. ☐ Packing up and ending class

Collaborative Work:

1. ☐ Forming groups
2. ☐ Group roles and responsibilities
3. ☐ Voice level expectations
4. ☐ What successful collaboration looks like

Independent Work:

1. ☐ Where to work
2. ☐ Voice level expectations
3. ☐ How to get help
4. ☐ What to do when finished

Appendix C: Cultural Responsiveness Self-Assessment

Reflecting on My Cultural Responsiveness

1. What do I know about my students' cultural backgrounds?
2. How do my cultural values and assumptions influence my teaching?
3. How do I make expectations explicit rather than assuming a shared understanding?
4. How do I accommodate diverse communication and participation styles
5. What relationships have I built with students from cultures different from my own
6. How do I respond when cultural norms conflict with classroom expectations
7. What am I learning about the cultures represented in my classroom?
8. How do I ensure that all students feel valued and included?

Appendix D: Observation Tool for Peer Feedback

Classroom Management Observation Focus

Preventive Strategies:

1. Clear expectations and routines evident
2. Engaging lesson design maintaining interest
3. Physical organization supporting learning
4. Positive climate and relationships

Active Management:

1. Non-verbal interventions used effectively
2. Minimal disruption to lesson flow
3. Graduated interventions (least to most intrusive)
4. Emotional objectivity maintained

IB/IGCSE Alignment:

1. Learner Profile language used
2. ATL skills explicitly taught or referenced
3. Student agency evident within structure
4. Management aligned with inquiry pedagogy

Cultural Responsiveness:

1. Diverse participation styles accommodated
2. Culturally responsive communication
3. Inclusive environment evident

Appendix E: Student Feedback Survey

How Does Our Classroom Work?

Please respond honestly to the questions. Your feedback will help us improve our learning environment.

1. I understand what is expected of me in this course. (Strongly Agree - Strongly Disagree)
2. Classroom rules and procedures are applied consistently and fairly. (Strongly Agree - Strongly Disagree)
3. I feel respected and valued in this class. (Strongly Agree - Strongly Disagree)
4. My teacher cares about me as a person and not just as a student. (Strongly Agree - Strongly Disagree)

5. I feel comfortable participating and sharing my ideas with others.
(Strongly Agree - Strongly Disagree)
 6. I have the opportunity to make meaningful choices in my learning.
(Strongly Agree - Strongly Disagree)
 7. I understand how our classroom expectations connect to the IB Learner Profile. (Strongly Agree - Strongly Disagree)
 8. ☐ What helps you learn the best in this class?
 9. What makes it difficult for you to focus or learn?
 10. What suggestions do you have for improving our classrooms?
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Author's Note

This literature-based theoretical analysis synthesizes existing research to provide evidence-based guidance for classroom management in the IB/IGCSE context. While grounded in scholarly literature, application to specific contexts requires thoughtful adaptation, considering local factors, including student characteristics, cultural context, physical environment, schedule, and school culture. Teachers are encouraged to use this analysis as a starting point for their own reflective practice, adapting recommendations to their unique situations, and continuously assessing effectiveness through observation, student feedback, and professional dialogue.

Word Count: Approximately 26,800 words