

Classroom Management Tendencies of Each Teaching Style

	Intuitives (N)	Sensates (S)
Perceivers (P)	<p>NPs - Creative - Spontaneous</p> <p>The Intuitive (N)/Perceiver (P) combination tends to be the most creative and free-thinking type. A good term for their classroom management style mentality is "global." They tend to incorporate a broad set of principles and are very comfortable making adjustments on the fly.</p> <p>Things to learn from the NP:</p> <ul style="list-style-type: none"> • A dynamic approach to teaching • How to use data/events to learn to evolve and change • How expectations can be implicit but well-understood • The benefits of reading the students and the situation and not being a slave to the plan <p>Things the NP might need to work on:</p> <ul style="list-style-type: none"> • Making the structure more explicit (especially for the SJ students) • Keeping in mind that changing plans can be really uncomfortable if it happens frequently • Being sensitive that setting and keeping to time frames is helpful for many students • Being very clear and concrete when giving directions 	<p>SPs - Realistic and Spontaneous</p> <p>The sensate (S)/Perceiver (P) combination tends to be the most tuned-in to the present moment reality. Their classroom management can be the most subjective, in the sense that they interpret events on a student-by-student basis. They are the most likely to trust a strategy that has worked in the past, and they rely less on theory than experience.</p> <p>Things to learn from the SP:</p> <ul style="list-style-type: none"> • How to appreciate the subjective nature of teaching and students • How to adjust to the situation • How to project an authentic and "here and now" affect • Practical innovations to the job <p>Things the SP might need to work on:</p> <ul style="list-style-type: none"> • How to be more consistent and principle-driven • How to be less personal and reactive with student misbehavior • Thinking more in terms of long-term outcomes as opposed to what seems to work in the short-term • Communicating a sense of vision and purpose to students
Judgers (J)	<p>NJs - Systematic - Rational</p> <p>The intuitive (N)/Judger (J) combination tends to be the most principle-driven of all the types. Their classroom management style mentality begins with a set of theoretical assumptions as the primary reality, which are then applied to practical situations as needed. They tend to have very strong ideas about what they want and desire all the aspects of their class to fit into an integrated whole.</p> <p>Things to learn from the NJ:</p> <ul style="list-style-type: none"> • How to think more systemically • How to attend to patterns below the surface rather than just what is apparent • Innovative ideas they develop <p>Things the NJ might need to work on:</p> <ul style="list-style-type: none"> • Changing strategies when something is not working • Allowing more flexibility in the day for some students • Being tolerant of the diverse needs and approaches of students • Being concrete when giving directions • Not assuming that a good theoretical explanation will translate into "what to do" for most students. 	<p>SJs - Realistic and Organized</p> <p>The sensate (S)/Judger (J) combination is the most common among teachers possibly for their natural affinity for order and structure, and their comfort with institutional settings. Practical system-thinking comes easily to them, so their classrooms usually reflect a high degree of efficiency. They typically find a set of effective routines and procedures and refine them over time.</p> <p>Things to learn from the SJ:</p> <ul style="list-style-type: none"> • How to create efficient procedures • Practical ideas that save time and energy • Ways to visually display and manage ideas and materials to good advantage • Consistency and Fairness <p>Things the SJ might need to work on:</p> <ul style="list-style-type: none"> • Changing patterns when there is evidence that a need is present • Mistakenly interpreting an efficient practice as one that is inherently effective/healthy for students • Putting more emphasis on promoting intrinsic types of motivation rather than relying on too many extrinsic forms • Being more flexible and spontaneous when it would benefit the situation