

CONTEMPORARY APPROACHES AND CHALLENGES IN CLASSROOM MANAGEMENT

ALENKA TRPIN

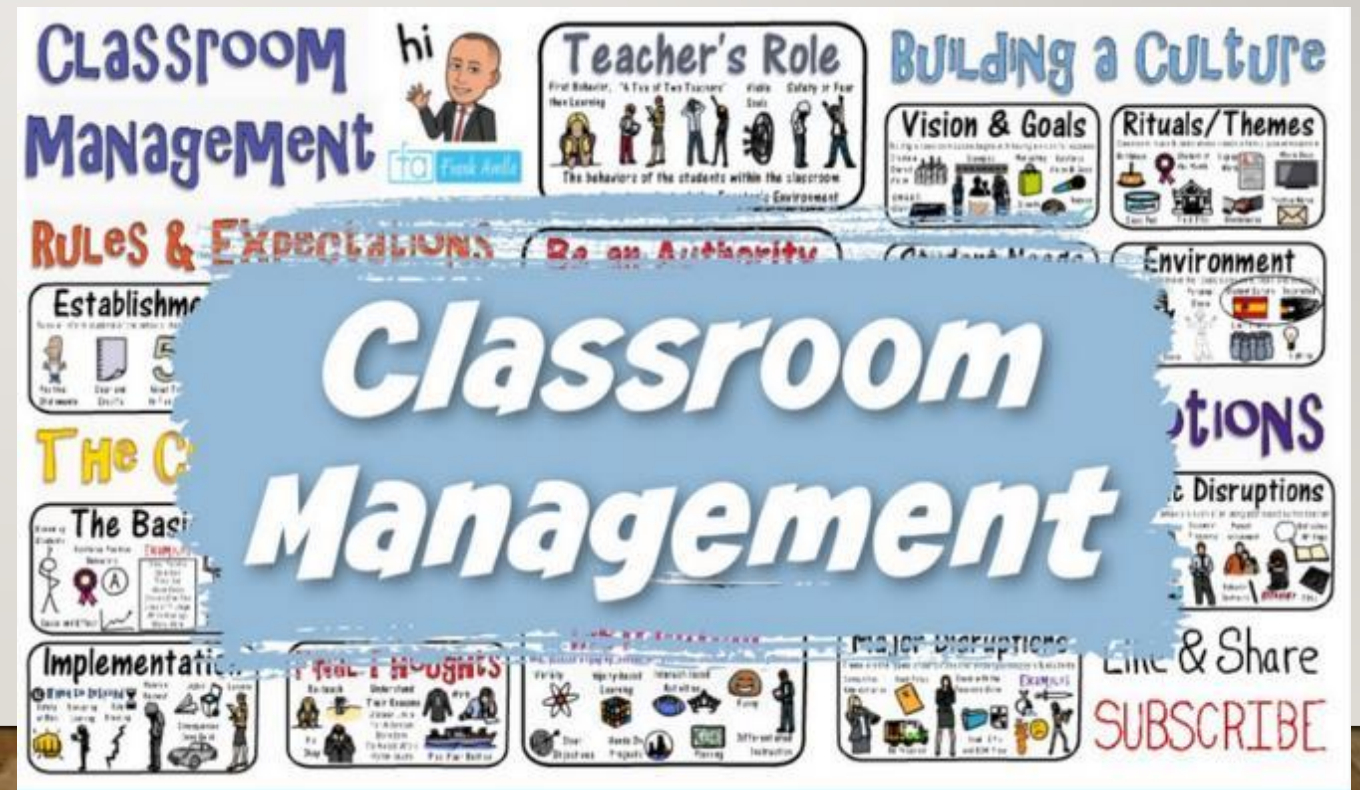
SCHOOL CENTER ŠKOFJA LOKA,

SECONDARY VOCATIONAL AND TECHNICAL SCHOOL OF MECHANICAL
ENGINEERING,



INTRODUCTION

- Classroom management
- Class teacher
- Different students



CLASS TEACHER

- Class leader,
- directs the students,
- overseeing the work of the students,
- link between school and parents.



ROLES OF CLASS TEACHER

- Connecting,
- animating, planning,
- mediating,
- informative,



ROLES OF CLASS TEACHER

- educational and pedagogical,
- administrative - executive,
- liaison and collaboration,
- the role of referee and advocate,
- assistant and counsellor role.



TASKS OF CLASS TEACHER

- Absence review,
- Accepting apologies,
- recording absences,
- proposing commendations,
- awards, prizes,
- informing parents about absenteeism, misconduct, medical examinations and various findings.



CLASSROOM MANAGEMENT

- Act in Slovenia

Zakon o organizaciji in financiranju vzgoje in izobraževanja (ZOFVI) ‡

Spremenjeni prvi odstavek 5. člena, prva alineja prvega odstavka 37. člena, prvi odstavek 64. člena, prvi odstavek 92. člena in tretji odstavek 105. člena se začnejo uporabljati 22. novembra 2022 (glej 7. člen ZOFVI-O).

Spremenjeni 105. člen se začne uporabljati 1. septembra 2022, novi 135.aa, 135.ab, 135.ac členi, nov tretji odstavek 135.č člena in nov prvi odstavek 135.e člena se začnejo uporabljati 1. septembra 2024 (glej 9. člen ZOFVI-N).

- Zakon o organizaciji in financiranju vzgoje in izobraževanja (Uradni list RS, št. 16/07 – uradno prečiščeno besedilo, 36/08, 58/09, 64/09 – popr., 65/09 – popr., 20/11, 40/12 – ZUJF, 57/12 – ZPCP-2D, 47/15, 46/16, 49/16 – popr., 25/17 – ZVaj, 123/21, 172/21, 207/21, 105/22 – ZZN ŠPP, 141/22, 158/22 – ZDoh-2AA in 71/23)


Naslov ang. Organisation and Financing of Education Act

Datum sprejetja	08.02.1996	EPA	0937
Datum objave	29.02.1996	SOP	1996-01-0567
Datum začetka veljavnosti	15.03.1996		



CLASSROOM MANAGEMENT

- Act in Slovenia

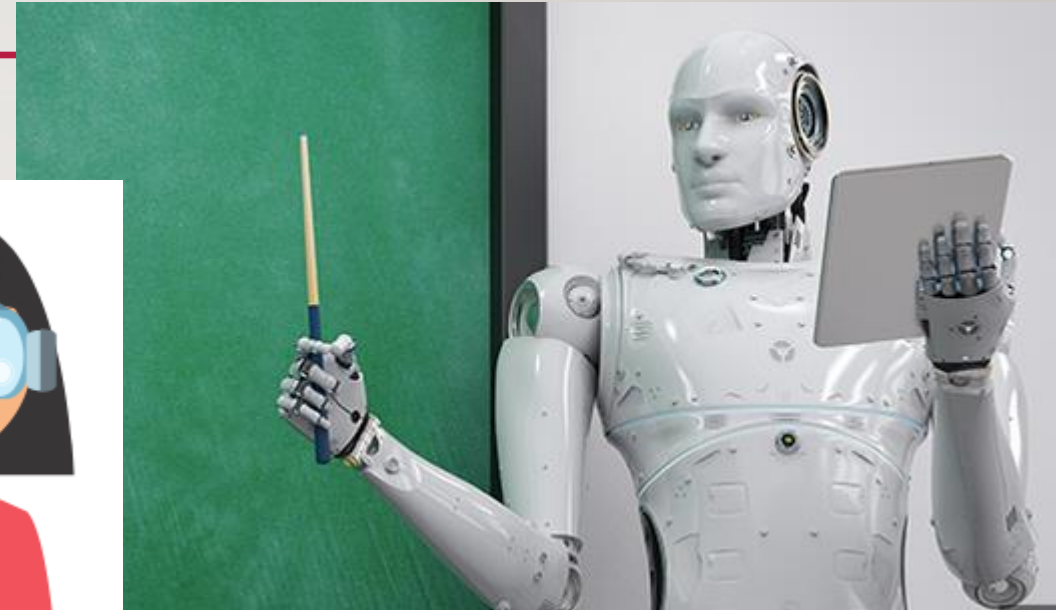
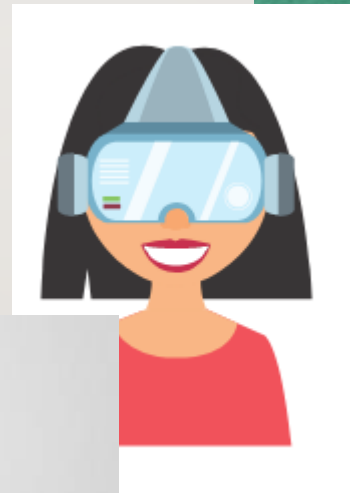
- Linking: links with other systems within and outside the school, ensuring that the school as an institution is linked to pupils and parents.
 - Educational: planning and organising situations in which students take responsibility for life in the departmental community and for their own actions and decisions.
 - Encouraging: encourages, motivates, and activates students and teachers to exercise and develop their skills and ideas.
 - Planning: planning and evaluating work with other staff.
 - Mediating in problem situations: assisting all concerned in problem-solving situations, ensuring that the conflict resolution process is constructive.
 - Informing: providing information to pupils, parents and other members of staff.
 - administrative: managing documentation, ensuring the legality of procedures, minutes, records, issuing certificates, etc.
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CLASSROOM MANAGEMENT

- establishes and sustains
- creates opportunities
- Discussion questions
- Communicating Positive Expectations and Tiers of Intervention
- Expectations are boundaries that help everyone do their best work.

CLASSROOM MANAGEMENT IN THE FUTURE

- Robots
- computer



MY EXPERIENCE

- No experience
- How to motivate, discipline
- How to....



RESEARCH

- How my colleagues had experienced with distance learning and remote classroom management,
- anonymous survey consisting of a combination of open and closed questions,
- 36 classroom teachers and 23 of them responded,
- following topics: classroom teachers' perceptions of the job, training in classroom management, how they did classroom management while working at a distance and what difficulties they encountered.

RESEARCH

- How did you carry out classroom activities during your distance learning?
 - Video conferencing - video meetings with parents and students (MS Teams, Zoom),
 - once a week, with parents, after-school talk hours in the afternoon on a scheduled basis,
 - by prior arrangement,
 - online parent meeting,
 - e-Assistant, telephone conversations

RESEARCH

- In your role as a face-to-face teacher, what barriers have you had to distance learning?
 - problems with parents' unresponsiveness in excusing absenteeism 44%,
 - poor equipment and problems with ICT 12%,
 - lack of personal contact and non-verbal communication 20%,
 - 16% of teachers had no problems at all

RESEARCH

- What do you think about classroom in general, classroom management, class teacher?
 - Classroom management is extra work that is not valued enough in terms of time spent,
 - Over the years, the role of the classroom teacher has become less important. It is not enough to deal with day-to-day matters to make the class work as a team, the importance of pupil/pupil cooperation, mutual respect and socialisation, and of course rights and duties, must be emphasised.

CONCLUSION

- Can be exhausting at times,
- classroom management requires constant reaction to classroom situations,
- teach students to think and be responsible .

