

School management



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Organizational information



- Harmonogram: classes until ??? (4-5 seminars)
- Test at the end of semester

Requirements

- 1 absence
- Test (min. 70 % correct)
- Portfolio task

Portfolio task



- Read **Report of CSI (Czech School Inspection)** and **Annual school report**, of the school where you conduct your teaching
- Choose one area which was evaluated Vyberte si jednu oblast, která byla ČŠI hodnocena **positively** and find out how find out what does the school do in practice to support and develop this area
- Sources: reports, school website, or interviews with teachers/management of school
- Standard A4
- Submit **before** the test - in IS

Literature



What is the purpose of this subject?



- What will you learn here?
- What would you like to learn?
- What is it good for?



What is the purpose of this subject?



- Can you mention any cases from your countries when schools/teachers faced lawsuits because of bad school /classroom management?

What is management?



- What activities does it involve?
- What levels does it have – when thinking about education?
- Who is managed by whom – meant at school.

Management



- complex activity
- **planning – organizing – choosing and delegating people – leading people - control**

This subject will cover



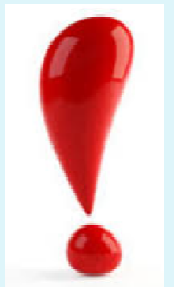
- **Classroom management** – teacher and his competences, administration, out of school activities, strategies of classroom management, organization of instruction
- **School management** - managing schools, evaluation of schools, innovation at schools, school committees
- **School management (state level)** – educational politics of CR and EU, curricular documents, school legislation, developmental and educational projects at schools

Why is this course important?

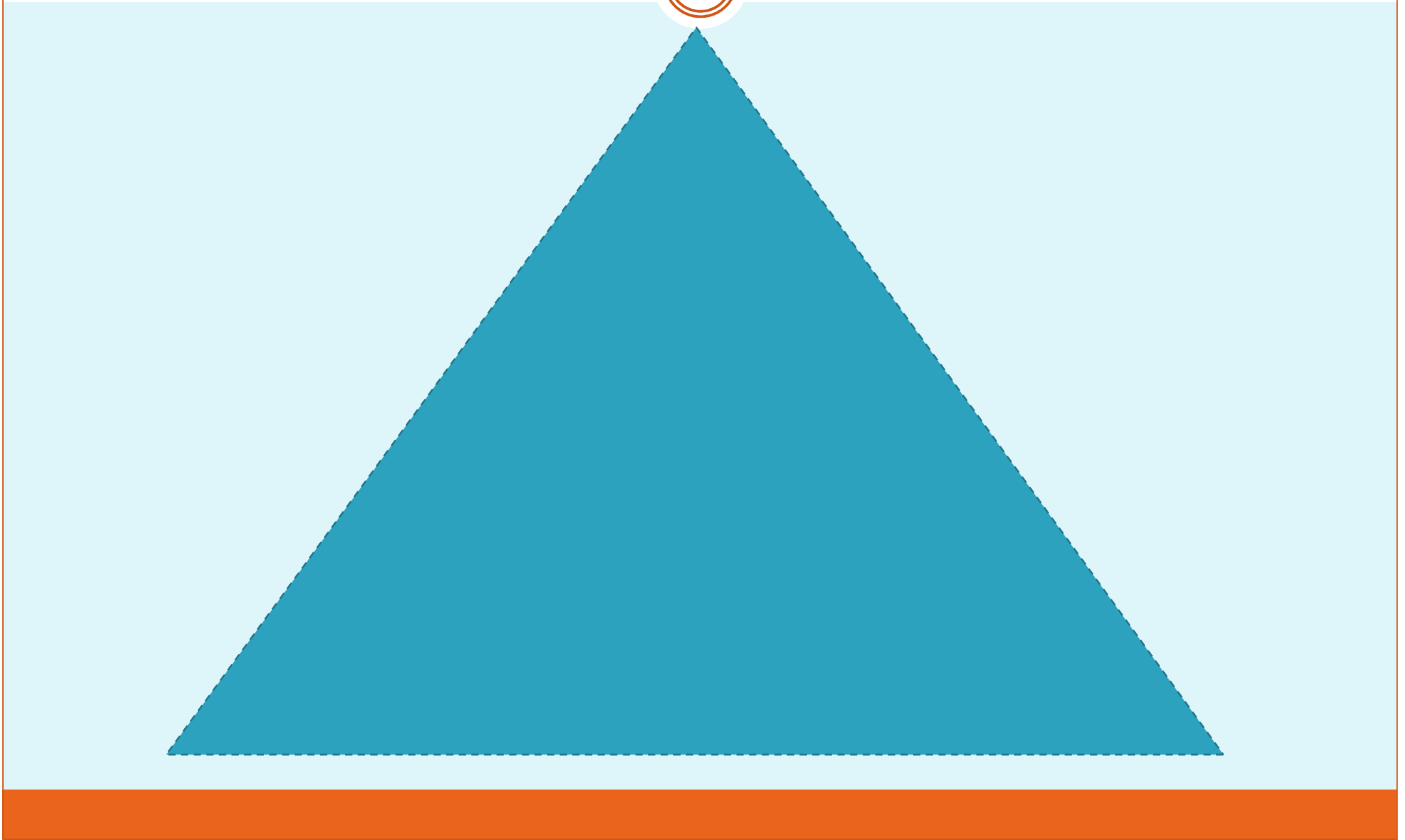


- Administrative burden
- Problematic situations
- Disputes with parents
- Defending your steps
- Strategic thinking

- It is not important to know complete legislation, but to find what we need.
- Changes in legislation



Maslow pyramid



Maslow pyramid



influence on
performance of
employees

- **Need of self-actualization**

Need of respect, esteem

Need of acceptance, love, belonging to group

Need of security

Basic biological and physiological needs

Groupwork – 5 minutes



- What activities does

A/ Teacher do?

B/ Class teacher do?

In a group discussion, prepare the most comprehensive list of activities that a teacher / class teacher performs and which relate to the classroom management process.

What do they need consider

- from legal point of view
- from managerial point of view

when conducting these activities?

GOOD TEACHER



- 1) It is a guarantee of quality education
- 2) It is a guarantee of pupils' safety

What legislation do teachers need to know?

- **ACT No. 561/2004 Coll. of 24 September 2004 on Pre-school, Basic, Secondary, Tertiary Professional and Other Education**
(the Education Act)

www.msmt.cz/uploads/VKav_200/Act_561.../edu_act_2011.doc

What legislation do teachers need to know?

- **Which paragraphs (§) from The Education Act are related to work of teachers and class teachers?**

www.msmt.cz/uploads/VKav_200/Act_561.../edu_act_2011.doc

HOMEWORK

GOOD TEACHER



- 1) It is a guarantee of quality education
- 2) It is a guarantee of pupils' safety

Competencies of a teacher



- Jaké kompetence ve vztahu k různým úrovním managementu by měl mít učitel?
 - *Manažerská*: má znalosti o podmínkách a procesech fungování školy, ovládá administrativní úkony spojené s evidencí žáků, má organizační schopnosti pro mimovýukové aktivity žáků
 - *Komunikativní*: ovládá prostředky pedagogické komunikace, dovede uplatnit efektivní způsoby komunikace a spolupráce s rodiči a ostatními sociálními partnery
 - *Intervenční*: ovládá intervenční prostředky k zajištění kázně, je schopný rozpoznat sociálně patologické projevy žáků
 - *Pedagogická*: ovládá procesy a podmínky výchovy, je schopen podporovat rozvoj individuálních kvalit žáků, má znalosti o právech dítěte a respektuje je ve své práci
 - ...

Competencies of a teacher



- *What competencies should the teacher have in relation to different levels of management?*
- *Managerial:*
- *Communicative:*
- *Interventional:*
- *Pedagogical:*

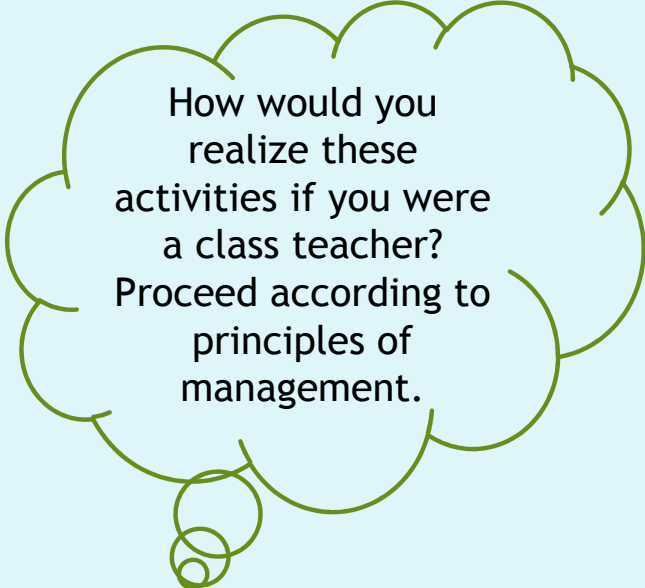
Competencies of a teacher



- **Managerial:** has knowledge of the conditions and processes of school functioning, controls administrative tasks associated with pupil registers, has organizational skills for pupils' non-academic activities
- **Communicative:** Controls the means of pedagogical communication, can apply effective ways of communication and cooperation with parents and other social partners
- **Interventional:** possesses interventional means to ensure discipline, is able to recognize the socially pathological behavior of pupils
- **Pedagogical:** Controls processes and conditions of education, is able to support the development of individual qualities of pupils, has knowledge of the rights of the child and respects them in their work
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CLASS TEACHER

- A) Creates classroom climate
- B) Organizes meetings with parents
- C) Adapts new pupils into a class



How would you realize these activities if you were a class teacher? Proceed according to principles of management.

GROUPWORK
A - B - C

SUPERVISORY OBLIGATION OF SCHOOL = TEACHER



- ↙ Schools are required to ensure the protection and safety of pupils in education and directly related activities, as well as in the provision of school services (Section 29 (2) of the Education Act).
- ↙ One of the basic steps of ensuring safety is the supervision of children and minors (Section 164 (1) (d) of the Education Act).

WHEN TEACHER DOES SUPERVISION?



Brainstorming

WHEN TEACHER DOES SUPERVISION



= DURING OWN INSTRUCTION

= DURING SUBSTITUTION OF OTHER TEACHERS

+ before school (20 min.)

+ while staying in class even if he / she does not teach (e.g. lecture by external provider)

+ during breaks, when moving pupils from building to building=

+ in a school canteen (if it is part of school complex)

+ before the out-of-school event (15 min.), during the event until the end of the event

SCHOOLS MUST



- ✓ Prevent possible risks
- ✓ Identify and remove these risks
- ✓ Adapt the information that pupils deliver to their intellectual development so that it is clear that the pupil knows what he is asking for

= The school is obliged to provide pupils with information and detailed **instruction** about possible health and safety risks. This instruction applies to all activities during education and teaching.

WHEN TO INSTRUCT PUPILS



- 1) At the beginning of the school year
- 2) Before the holidays
- 3) Before joining any specialized classroom
- 4) Before a sports course
- 5) Before excursion, visit theater, cinema ...
- 6) Before traveling by public transport

=

ORGANIZATION OF OUT-OF-SCHOOL EVENT



- 1) The event can start at school or by meeting at a different predetermined location
- 2) Teacher provides supervision **15 mins** before the start of the event
- 3) The event may end at the school or directly at the venue
- 4) To the student's legal representatives, the teacher will announce the place and time of the start and end of the event at least **two days in advance**

CASE STUDY



CLASS WORK

With a group of 27 children, you and another teacher go to an exhibition in the city gallery. One pupil trips over and gets hurt. How do you solve the situation?

CASE STUDY



CLASS WORK

With a group of 27 children, two teachers go out to watch the birds in the wild. One child gets stung by a wasp and gets a strong allergic reaction. The emergency intends to take the child to the hospital. What will you do?

CASE STUDY



CLASS WORK

When moving several classes into a theater, a third-class pupil hurts his leg, which begins to swell and hurt. By coincidence, you live nearby and you have a car at home, supervision can be ensured by your colleagues who are there in sufficient numbers. Are you going to take the pupil to the hospital?

CASE STUDY



CLASS WORK

With a group of 27 children, you and another teacher go to an exhibition in the city gallery. One pupil trips over and gets hurt. How do you solve the situation?