

Classroom management in vocational training

Teacher

PREVENTION

CREATING A CLIMATE CONDUCIVE TO LEARNING

Teacher attitudes include the following:

- ✓ Attentive listening
- ✓ Patience
- ✓ Constant attention
- ✓ Welcoming diversity
- ✓ Recognition of the value of the other
- ✓ Trust
- ✓ Personal non-judgment
- ✓ Openness
- ✓ Enthusiasm
- ✓ Curiosity
- ✓ Smiling and wanting to be there

Teacher
+ assistant where needed

INTERVENTION

RESTORING A CLIMATE CONDUCIVE TO LEARNING

DESIGNS AND ORGANIZES

1

GOOD PLANNING = FEWER INTERVENTIONS

- The lesson plan
- Lesson plans
- Varied learning activities
- Rules and expectations
- Getting started
- Learning content
- Goal of each proposed activity
- Time allocation
- Distribution of worksheets (procedures)
- Assessments to help learning (quizzes, self-assessments, exercises)
- Additional activities (upgrade, enrichment)
- Preparation of the class, workshop or laboratory according to the activity
- Posting procedures and instructions

IF THERE IS A PROBLEM

1

- Reviews rules, expectations and consequences with the group
- Observes and notes problematic situations
- Adheres to confidentiality rules
- Prepares a status report with the student
- Involves the student in searching for solutions (strategies and timelines)
- Supports the student's efforts
- Follows up with the student

LEAD TEACHER

2

COOPERATIVE RELATIONSHIP = STUDENT COMMITMENT

- Warmly welcomes students
- Presents the lesson plan
- Builds collaboration
- Establishes class and health and safety rules
- Provides clear instructions for activities
- Makes the necessary material/ equipment available
- Frequently asks questions
- Gives examples
- Monitors learning
- Engages students
- Encourages student progress
- Moves around the classroom
- Oversees transitions between activities
- Listens, observes and readjusts
- Maintains the rules consistently
- Shows enthusiasm
- Reinforces positive behaviour
- Develops student responsibility throughout the competency

IF THE PROBLEM PERSISTS

2

- Observes and records the student's actions
- Consults with and informs the colleagues and resources available at the School Board/Centre, where necessary
- Identifies engaging support measures (strategies and timelines)
- Informs the student of the possible consequences
- Offers the student the various support measures
- Encourages the student to choose and take a course of action that is most appropriate to their success

CREATES A LEARNING ENVIRONMENT

3

COOPERATIVE RELATIONSHIP = STUDENT RESPONSIBILITY

- The student
- Is diligent
 - Develops positive relationships
 - Collaborates
 - Complies with established rules
 - Follows instructions
 - Actively participates
 - Carries out activities
 - Is able to ask for help
 - Asks questions
 - Evaluates himself

IF THERE IS NO IMPROVEMENT

3

- The teacher and the principal jointly:
- Analyze observations and information noted in the student's file
 - Determine corrective actions and timelines
 - Meet with the student to implement these measures
 - Share this information with colleagues and the resources involved
 - Follow up with the student
 - Ask colleagues about the evolution of the situation
 - Assess the evolution of the situation and whether or not to continue the process