

Die Lehrerin/ der Lehrer achtet auf eine schülerorientierte und inhaltsbezogene Abfolge, Länge und Gestaltung der Unterrichtsphasen. (QB4-2)

Indikatorenebene:

- der Lehrer stimmt den Ablauf des Unterrichts auf die Bedürfnisse, Fähigkeiten und Fertigkeiten der Schüler ab
- der Lehrer achtet darauf, dass Unterrichtsphasen abwechslungsreich und aktivierend sind
- der Lehrer achtet darauf, dass die Unterrichtsphasen an die Konzentrationsfähigkeit der Schüler angepasst sind
- Lebensweltbezug der SuS spielt für die Abfolge der Unterrichtsphasen eine Rolle
- Stimmigkeit der Inhalte in Zusammenhang mit der Schülerorientierung

Arbeitsdefinition Classroom-management

Unter dem Begriff des Classroom-Management wird die Gesamtheit aller Unterrichtsaktivitäten und Verhaltensweisen einer Lehrkraft mit dem Ziel, ein optimales Lernumfeld für die Schüler bereitzustellen gesehen.

Von zentraler Bedeutung ist hierbei die Unterscheidung zwischen dem proaktiven und reaktiven Classroom-Management : proaktiv: Aktivitäten der Lehrkraft mit dem Ziel der Prävention von Unterrichtsproblemen. Reaktiv: Aktivitäten der Lehrkraft mit dem Ziel, nach Auftreten von Problemen, störende Schüler wieder auf die Unterrichtsziele zu Fokussieren und dabei die Ablenkung für andere Schüler zu minimieren.

Neben der räumlichen und zeitlichen Dimensionen zählen im weitesten Sinne auch die Bereiche Disziplin, Konflikte und Konfliktlösungen, das Beobachtung und Bewertung von Schülern, das Methodenlernen und das Fördern von Schülern im Anfangsunterricht zu den Faktoren des Classroom-Managements.

*** In der Literatur werden zwei der bekanntesten Vertreter der Klassenführung vorgestellt: Zum einen der Ansatz von Kounin und zum anderen der Ansatz von Evertson.

Kounin kann „als ‚Klassiker‘ des Classroom Management bezeichnet werden“ (Helmke). Er kommt bei seinen empirischen Forschungen auf folgende Dimensionen effizienter Klassenführung:

- Withitness • Overlapping • Momentum • Smoothness • Group focus • Managing Transitions • Avoiding Mock Participation

„With-it-ness“ The teacher is responsible for inhibiting poor behavior. The teacher can maintain this strategy by making eye contact to all students at all times. The teacher should know each student on a personal basis (i.e. name, interests, strength, weaknesses, etc.)The teacher can use other non-

verbal techniques to show students that they are alert and care about the well-being of all students. The teacher may also want to make a respectable suggestion to inform the student that their behavior is unacceptable. The teacher should have communicated to all students the expectations and can have these displayed so everyone can be „with-it“.

Overlapping The teacher can have procedures that will allow the teacher to be effective when two situations occur at the same time. For example, if a student is done with an assessment or an assignment early have something for them to do such as moving on to another assignment, reading a book, or a quiet enrichment exercise. While the early-finishers are staying busy the teacher is allowed to move around the room to answer question or assist struggling students. Another example, if the teacher is in the middle of a lecture and a student enters the room the teacher should make eye contact with the student, have an area for the student to turn in work, and continue with the lesson. Once the students are doing their work the teacher can go to the tardy student and tell them what they missed or answer any questions from the homework assigned the night before.

Momentum The teacher should make lectures short to allow students to group together and move around to gain more knowledge of the content. The teacher should make sure that these exercises remain short so students do not get bored. A teacher can keep a timer and assign roles to students to keep the students moving and on a time deadline. If students are struggling the teacher can reflect on what they can do to make the lesson more meaningful and easier to understand for their students.

Smoothness The teacher can have students make hand gestures that will tell the teacher whether the student has a comment or question concerning the lesson. This technique allows the teacher to have an idea of which students may cause an unwanted tangent and which students may have a good question that could pertain to utilizing the time effectively. When placing students in group-work the teacher can walk around facilitating and listening to discussions of other students. The teacher can then intervene or take the group to a different track if the teacher feels it is necessary.

Group Focus The teacher can implement this strategy with several techniques: -Encourage Accountability: Make students aware that they will be graded for their participation and contributions to the group. The teacher can have a canister of popsicle sticks that have each students name on them. The teacher can pick the popsicle stick at random to keep students on track and out of their seats with anticipation for question/answer time, board problems, etc.-The students can facilitate a discussion. Once they have finished a task they can turn to each other or they could pair up with those who are already done and compare answers. -In order for implementation to be effective the teacher must be well organized, communicate their expectations to their students, and hold them responsible for their actions to encourage motivation and attention.

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