

1. Record Nr.	UNINA9910255118203321
Autore	Lebor Mervyn
Titolo	Classroom Behaviour Management in the Post-School Sector : Student and Teacher Perspectives on the Battle Against Being Educated // by Mervyn Lebor
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Palgrave Macmillan, , 2017
ISBN	3-319-57051-X
Edizione	[1st ed. 2017.]
Descrizione fisica	1 online resource (228 pages) : illustrations, tables
Disciplina	371.2
Soggetti	Lifelong learning Adult education Teaching Learning Instruction Assessment School management and organization School administration Schools Lifelong Learning/Adult Education Teaching and Teacher Education Learning & Instruction Assessment, Testing and Evaluation Administration, Organization and Leadership Schools and Schooling
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Chapter 1. Introduction -- Chapter 2. In Theory it All Works.... -- Chapter 3. Entering the Classroom -- Chapter 4. What do Experienced Tutors Advise? -- Chapter 5. What Role does Assessment Play? Case Studies -- Chapter 6. Could Class Management be a Management Issue? -- Chapter 7. Student Voices: So Why do Disruptive Students Say They Disrupt Classes? -- Chapter 8. A Methodology for Supporting

Tutors Who Face Challenging Classes -- Chapter 9. What Could Possibly be Problematic About Digital Learning? -- Chapter 10. And How do Teacher Educators Prepare Trainee Teachers for Disruptive Classes? -- Chapter 11. What do Trainees Think of Their Preparation? -- Chapter 12. A Possible Module to Prepare Teachers for Disruptive Behaviour.

Sommario/riassunto

This book listens to the voices of post-school teachers, managers, theorists, trainees, teacher educators and students talking about the battle against being educated. It analyses models of classroom behaviour management, with examples of theory critiquing practice and practice criticizing theory. The contextual pressures of managerialism, demands imposed by Ofsted, economic survival for institutions based on student numbers, and mandatory attendance requirements have all meant ever-increasing pressures on teachers dealing with students' violent, disruptive and challenging behaviours, resulting in some highly disordered classrooms in many institutions. Lebor examines the attitudes of stakeholders, including disruptive students, teachers, trainees and managers, and explores a range of issues such as entering the classroom, abuse of computers and technology equipment, overt violence in classrooms, and counter-productive assessment processes, as well as exploring a range of available solutions to the problem. The book will be compelling reading for teachers, teacher educators, trainees, policy-makers, managers in education, but also anyone interested in education and training. .
