

SECTION 5

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SECTION 6

6.1 ADDENDUM A

RESEARCH SURVEY: EXPLORING TEACHERS' VIEWS
ON THE INFLUENCE OF
CLASSROOM MANAGEMENT ON
QUALITY EDUCATION

Dear Colleague

My name is Lorinda Minnaar; I am a teacher by profession and am currently studying towards a Masters Degree in Education Management at the University of Pretoria. My study leader is Prof Dr SJ Berkhout.

At present I am researching teachers' views and opinions as to what exactly constitutes good classroom management and whether it influences the quality of education.

Could you please assist me by writing down in the form of an essay, **your views and opinions as to what exactly constitutes good classroom management and whether it influences the quality of education.**

I can assure you that the contents of your essay will be regarded as strictly confidential and your anonymity is guaranteed.

Should you have any questions or queries please contact me at 872 3862 or 083 424 7933.

Yours sincerely

Lorinda Minnaar

6.2 ADDENDUM B FRAMEWORK OF SEMI-STRUCTURED INTERVIEWS:

EXPLORING TEACHERS' VIEWS ON THE INFLUENCE OF CLASSROOM MANAGEMENT ON QUALITY EDUCATION

ASPECTS OF CLASSROOM MANAGEMENT

A. CLASSROOM ENVIRONMENT.

1. Walls and Notice Boards.
2. Arrangement of furniture-Teachers' table, bookshelves AND grouping of Desks.
3. Items for decoration.
4. Teaching Aids.
5. Textbooks and exercise books.

B. CLASSROOM CLIMATE.

1. The teacher.
2. The learners and Class composition.
3. Teaching methods.
4. Order and Discipline.
5. Interpersonal Relationships.

C. INSTRUCTIONAL MANAGEMENT-PLANNING AND METHODS.

1. Planning and Preparation of lessons
2. Management Skills during Lesson Presentation.

D. HOMEWORK.

1. Reason for giving homework.
2. Amount and duration.
3. Procedures, which apply when homework is not done.

E. CLASSROOM ADMINISTRATION.

1. Learning Area Files, Guides and Manuals.

F. TIME.

1. The optimal use of time.

6.3 ADDENDUM C

Edited transcript of semi-structured interview with teacher A.

Int: Interviewer

TA: Teacher A

Int: Comment on the following aspects of classroom management and say in what way each aspect may or may not influence the quality of education.

Int: Walls and notice boards (A1)

TA: Attractive walls and notice boards stimulate the child to visually experience what they have done. Seeing their own work on display makes them proud.

Int: Arrangement of Furniture and Grouping of Desks (A2).

TA: Effective use of classroom space enhances good discipline because the teacher has better control over the groups.

Int: Items for Decoration (A3)

TA: Decorating the classroom with pictures and plants makes the atmosphere in the classroom more welcoming but won't necessarily improve the quality of education.

Int: Teaching Aids (A4)

TA: Teaching aids definitely improve the quality of education. Teachers need to have the right teaching aids available because children enjoy using things to learn with, since they learn through sensual stimuli.

Int: Textbooks and exercise books (A5)

TA: They are absolutely necessary for quality education, because a child must know how to reference work and consult sources to obtain the information needed. Good research skills impact on the time factor by reducing the amount of time spent on searching for information.

Int: The teacher (B1)

TA: The teacher must know his/her learning area well. He/she must be enthusiastic and enjoy teaching then the learners will enjoy learning too.

Int: The learners and class composition (B2)

TA: Big groups can become problematic. It would be better to group learners according to ability so that the teacher can pay more attention to them. A "bottom heavy" class of struggling learners means that the clever learner is neglected and this increases the occurrence of discipline problems.

Int: Teaching Methods (B3)

TA: The teacher must apply different teaching methods. All methods should be applied alternatively to achieve the teaching aim and to prevent boredom.

Int: Order and Discipline (B4)

TA: There has to be order before you can start teaching and learners must know the "boundaries". The discipline must not be militaristic, because the learner must have an opportunity to express himself, but with respect. Self-discipline is very important. The learner must want to learn for his own reason and not in fear of punishment. Discipline must be applied consistently.

Int: Interpersonal Relationships (B5)

TA: Good interpersonal relationships between teachers are vital. Teachers should apply the same standards of discipline, and should communicate with each other. They should meet regularly to discuss individual problems. The relationship between the teacher and learner should always be professional with the teacher being friendly but firm.

Int: Planning and Preparation of Lessons (C1)

TA: The entire classroom management process begins with preparation and planning.

Int: Management Skills during Lesson Presentation (C2).

TA: Try to make contact with as many children as possible. Help children who struggle. Make use of incidents that happen in class to apply to learners. Stimulate and encourage learners.

Int: Reason for giving homework (D1)

TA: Homework must be given to consolidate work taught.

Int: Amount and duration of homework (D2)

TA: Not too much should be given. Children must have time to play at home, but should also, at the same time, get used to a regular homework routine.

Int: Procedures which apply when homework is not done (D3)

TA: Write a letter in the homework book for parents to see. The homework should be completed the next day.

Continually not doing homework indicates a problem and the teacher must contact the parents. If all else fails, punish the learner.

Int: Learning Area Files, Guides, and Manuals (E1)

TA: Teacher must have access to all manuals and must be acquainted with their contents. The teacher must keep to and abide by laws and prescriptions.

Int: The optimal use of time (F1)

TA: The use of time is extremely important. More time is needed for quality teaching and learning. Time should be directed at teaching only, because sport takes up too much of a teacher's time. Teachers work long hours and are tired after extra-mural activities.

6.4 ADDENDUM D

Edited transcript of semi-structured interview with teacher B.

Int: Interviewer

TB: Teacher B

Int: Comment on the following aspects of classroom management and say in what way each aspect may or may not influence the quality of education.

Int: Walls and notice boards (A1)

TB: Do not really influence quality.

Int: Arrangement of Furniture and Grouping of Desks (A2).

TB: Have no effect on the quality of education.

Int: Items for Decoration (A3)

TB: May improve the classroom atmosphere.

Int: Teaching Aids (A4)

TB: Yes, teaching aids definitely influence the quality of education.

Int: Textbooks and exercise books (A5)

TB: Yes, they have an influence on quality.

Int: The teacher (B1)

TB: The teacher plays an important role. Subject teaching improves quality because the teacher becomes an expert in his learning area, instead of being a "Jack of all trades".

Int: The learners and class composition (B2)

TB: Do not influence quality of education.

Int: Teaching Methods (B3)

TB: Yes

Int: Order and Discipline (B4)

TB: Order and discipline absolutely makes a difference by enhancing the quality of education.

Int: Interpersonal Relationships (B5)

TB: Yes. Good interpersonal relationships improve the classroom atmosphere.

Int: Planning and Preparation of Lessons (C1)

TB: A teacher must plan and prepare thoroughly.

Int: Management Skills during Lesson Presentation (C2).

TB: Yes.

Int: Reason for giving homework (D1)

TB: Homework must consolidate the work or subject matter covered in class.

Int: Amount and duration of homework (D2)

TB: Enough homework must be given so that the learner knows that the teacher is serious about work.

Int: Procedures which apply when homework is not done (D3)

TB: Steps must be taken. Detention to catch up on homework works well.

Int: Learning Area Files, Guides, and Manuals (E1)

TB: Well-ordered and organised files indicate that the teacher is organised and the learner benefits.

Int: The optimal use of time (F1)

TB: Movement between classes must be brisk. Loitering of learners' results in time, which has not been used optimally and also causes discipline problems. Sport takes up a lot of time. If teachers had more time to prepare and mark work, quality of education would definitely improve

6.4 ADDENDUM E PARTICIPANTS' ESSAYS

P1

"Suksesvolle klaskamerbestuur begin al by die rye voordat leerlinge in die skoolgebou en klaskamer kom, want ordelikheid wek goeie dissipline - wat absoluut onontbeerlik is vir die leerproses.

Skree is taboe. 'n Ontspanne leersituasie maak leer gemaklik. Leerlinge moenie uitskree nie en ander die kans ontnem om ook te reageer nie.

Gereelde kontrole oor werk en tuiswerk is belangrik. Daar moet orde wees in wat gedoen word - leerlinge moet presies weet wat van hulle verwag word - selfs wanneer werk klaar is en ander nog werk. Oogkontak is belangrik, so ook deelname - dus is groot getalle in klasse nie regtig haalbaar nie."

Themes referred to:

- Discipline
- Learning environment
- Control of homework
- Class size

P2

"Doeltreffende klaskamerbestuur is uiters noodsaaklik en beïnvloed baie beslis die kwaliteit van onderwys. Ek verwys na 'n paar aspekte wat organisasie bevorder en onderrigtyd vermeerder.

1. Klasrooster: 'n Groot klasrooster sowel as 'n rooster in die leerders se dagboek is nodig, sodat die leerders presies weet wanneer en waarheen;

2. Kloktye moet beskikbaar wees, sodat betyds deeglik afgesluit kan word;
3. Stiptelikheid moet 'n natuurlike reaksie wees;
4. Prosedures waarvolgens boeke, vraestelle, uitdeelstukke, ens. uitgedeel en hanteer word, moet bekend wees by die leerders, byvoorbeeld, i.p.v. dat die onderwyser al bogenoemde take hanteer, kan een-een leerder per ry om die beurt die werk doen - dit bespaar baie tyd;
5. Diensbeurtrooster van die klaskapteine moet vooraf opgestel wees en op die aansteekbord verskyn - dit skep 'n verantwoordelikesin.
6. 'n Administratiewe periode waartydens administratiewe take afgehandel word maak dat onderrigtyd nie hieraan afgestaan hoef te word nie.
7. Elke skool, klas - of leerareaonderwyser moet 'n duidelike beleid volg waaraan die leerders gewoond raak, sodat hulle gereed is wanneer daar begin werk moet word - dit gee sekuriteit aan die leerders;
8. Onderrigmateriaal moet vooraf gereed gekry en byderhand wees - dit verhoed 'n geskarrel en tyd wat verlore gaan;
9. Nasienwerk moet baie oordeelkundig in klastyd geskied - slegs wanneer die leerder dadelik/direk daarby kan baat;
10. Naslaanboeke bv. woordeboeke en atlasse moet geredelik beskikbaar en byderhand wees, sodat soveel as moontlik leerders gelyktydig besig kan wees en nie op mekaar hoef te wag nie."

Themes referred to:

- Time management
- Learner responsibility
- Easily accessible resources

P3

"Goeie klaskamerbestuur gaan baie nou saam onder andere met goeie dissipline. Indien daar swak dissipline in 'n klas is, kan die onderwyser nie die gang van sake beheer nie en vind daar geen leer plaas nie. Dit gaan ook nou saam met goeie voorbereiding, want 'n voorbereide onderwyser is rustig en raak nie gou paniekerig wanneer omstandighede ontstuimig raak nie.

Die kinders het selfvertroue in 'n klas wat goed bestuur word. Hulle weet presies wat van hulle verwag word en hulle werk is gewoonlik van 'n hoër standaard. Daarom vind baie meer leer ook in hierdie klasse plaas.

'n Onderwyser se klas is soos sy besigheid. As hy 'n swak bestuurder daarvan is, sal dit bankrot gaan en hy sal geen wins maak nie."

Themes referred to:

- Discipline
- Preparation

P4

"Goeie klaskamerbestuur beïnvloed definitief die kwaliteit van jou opvoeding. Berei deeglik voor: deurdink les; berei aantreklike, stimulerende, interessante onderrigmateriaal voor. Organiseer klas effektief. Ontsluit inhoud logies en sistematies. Benut tyd effektief. Skep 'n ontspanne leeratmosfeer deur die bevordering van sosiale vaardighede, bv. samewerking tussen leerders, neem van beurte, betoning van respek, ens.

Vraagstelling op verskillende vlakke.

Hanteer inhoud op vlak wat uitdagings aan leerders stel.

Kommunikeer lewendig. Tempo, liggaamstaal.

Handhaaf gesonde dissipline: Voorkomend - gee duidelike opdragte. Tree beslis op. Beloon goeie gedrag.”

Themes referred to:

- Preparation
- Classroom organisation
- Time management
- Classroom atmosphere
- Intellectual level of learner
- Communication
- Discipline

P5

“A successful day at school depends largely on good classroom management. Lacking this, I feel as if I have achieved nothing worthwhile - so I make a point of ensuring that I have good systems that work for me, in place.

Teaching in the Foundation Phase, I find that a steady routine gives my pupils a sense of security. I always follow the same routine in the morning when the pupils enter the classroom - greeting, unpacking their suitcases, taking in any money, letters etc. that may have been sent. It is always better to get this done at the beginning of the day.

My boys all have a specific place to put their suitcases and hang their blazers. This cuts out a lot of fighting and confusion, as they know where to find their belongings again.

My class workbooks, activity cards, and worksheets are kept in specific places, so that the boys know where to find them or hand them in. Each group has a leader for a week at a time that is in charge of handing in or out books etc!

I have set toilet times which cuts out a stream of children wanting to go to the toilet while we are busy working. If children need to go again, they may do so, but this is usually the exception.

Once I have a routine in place, it actually creates more freedom for us to work, experiment etc. I try very hard to keep all my notices, letters etc. Under control, so that I don't have to spend hours looking for them. I don't always find this easy!!

Good planning and management leads to good working atmosphere and as a result - disciplinary problems are significantly reduced. Children who feel safe and secure at school pass this feeling on to their parents and there are very few problems with parents if they are happy with their child's schooling."

Themes referred to:

- Routine
- Accessibility of resources
- Classroom atmosphere
- Discipline
- Safety

P6

"Invloed van klaskamerbestuur op kwaliteitsonderwys

Wat is klaskamerbestuur?

Die leerkrag in samewerking met die leerders is saam verantwoordelik vir klaskamerbestuur.

Dit is die daaglikse roetine in die klaskamer. Dit sluit in dissipline; die inhandiging van tuiswerk en projekte; afskryf van notas en tuiswerk; pligte van leerlinge en die onderwyser(leerkrag) self. Selfs die manier waarop die banke in die klaskamer gerangskik word, asook die indeel van leerders in groepe maak 'n integrale deel van klaskamerbestuur uit. Ek voel dat die onderwyser se voorbereiding vir die dag die belangrikste deel van klaskamerbestuur vorm.

Die invloed van klaskamerbestuur op kwaliteitsonderwys.

My ondervinding het geleer dat alle bogenoemde aspekte van klaskamerbestuur 'n daadwerklike invloed het op kwaliteitsonderwys. Sonder roetine is veral 'n leerder in die premêre skool (selfs van baba-dae af) verlore, 'n Leerder moet vooraf weet wat volgende gaan gebeur en moet bewus wees van die moontlike gevolge van sekere optrede in die klaskamer (reëls en strafmaatreëls). Sonder 'n redelike streng dissipline is kwaliteitsonderwys bykans onmoontlik. Leerlinge moet vooraf weet wanneer en hoe tuiswerk en projekte ingehandig word en die onderwyser behoort onwrikbaar hieroor te wees.

Die feit dat die leerlinge mede-verantwoordelik is vir klaskamerbestuur(veral reëls en dissipline), vergemaklik die taak van die leerkrag en kan hy/sy meer aandag gee aan dit wat belangrik is, naamlik onderrig.

Dit is 'n feit dat sekere persoonlikhede altyd sal bots en daarom moet die leerkrag met omsigtigheid te werk gaan by die indeling van groepe (leerders). Vermoed sover as moontlik botsende persoonlikhede in dieselfde groep. Indien die onderwyser egter nie deeglik voorbereid is vir lesse nie val alle ander dele van klaskamerbestuur plat.

Leerlinge kom onmiddelik agter wanneer 'n onderwyser nie voorbereid is nie, m.a.w. die onderwyser het nie notas, werkkaarte ens. voorberei nie en is nie deeglik vertrou met die lesinhoud nie.

Elke onderwyser behoort in homself 'n goed deurdigte of 'n bestaande model van klaskamerbestuur (wat werk), aan te neem en daarby te hou. Indien die leerkrag sien dat sekere aspekte van sy klaskamerbestuur nie kwaliteitsonderwys bevorder nie, behoort hy/sy dit onmiddelik aan te pas of wysig om gehalte onderwys vir die leerders te verseker. Onderwysstudente behoort ook tydens hulle studies deur hul dosente (lektore) in klaskamerbestuur onderrig te word."

Themes referred to:

- Routine
- Discipline
- Homework
- Classroom organisation/arrangement of furniture
- Group composition
- Preparation

P7

“Dit is van kardinale belang dat 'n onderwyser goed georganiseerd is, sowel as goed voorbereid is voordat sy haar leerder benader. Goeie klaskamerbestuur verseker suksesvolle opvoeding! Dit skep 'n ongemaklike situasie vir 'n ongeorganiseerde juffrou, wanneer haar klas onbeheerbaar raak, omdat sy nie 'n bepaalde situasie kan hanteer nie, soos bv. kinders wat vinnige werkers is en altyd voor die ander klaar is met hulle werk, benodig verryking of ekstra opvoedkundige take of -speletjies let wel, nie om hulle besig te hou nie!, maar dat dit 'n leer ervaring vir hulle sal wees. Die struktuur en organisasie van die klas is ook belangrik. Leerders moet só geskuif word by 'n lessenaar sodat hulle 'n goeie invloed op mekaar sal wees en nie mekaar benadeel nie.

'n Sterk leerder moet langs 'n swakker een geplaas word of 'n netjiese leerder langs 'n minder netjiese handskrif leerder. Ferm dissipline moet gehandhaaf word en erkenning moet vir hierdie leerders gegee word, hetsy sterretjies of pryse. Reëls moet aan die leerders gestel word en 'n roetine is uiters belangrik vir leerders om in 'n gemaklike atmosfeer te leer. Struktuur verseker absolute sukses. As leerders weet en verstaan wat van hulle verwag word, sal hulle ook meer sekerheid hê in die leerproses.”

Themes referred to:

- Preparation
- Discipline
- Routine
- Classroom atmosphere

P8

“Effective classroom management lies in the hands of the teacher. The classroom is her domain and for it to be a place where a good educational atmosphere prevails will depend on her classroom management.

For a teacher to have effective classroom management, she needs to put certain things in place.

Firstly her classroom must be orderly and well organised. The visual impact must be interesting and appropriate for the learner's age or subject taught.

Secondly, she must be prepared and organised for each lesson of the day.

Thirdly, each learner must know what to expect in her classroom. They must know their boundaries. The learners should be happy to be there and there must be opportunity for growth. I believe discipline is important, especially self-discipline. Learners must be taught to respect each other's space.

Unnecessary time and energy is wasted when the teacher does not have effective classroom management.

This is exactly when behavioural and other non-educational problems creep in.”

Themes referred to:

- Classroom atmosphere
- Classroom organisation
- Preparation
- Discipline

P9

"In my opinion, I've found that classroom management affects the order of the day. If things are not in their place, both the learners and educator become flustered when tasks and lessons need to be done. There needs to be order in a class from the time you walk into the class until the end of the day. Each thing must have its place and be easily accessible when needed. Learners need to know where things are. Desks must be organised in such a way that learners and educators can move around. If things are not organised under desks or around them, disasters occur.

Usually placing suitcases under desks or outside leads to less "traffic" problems.

The tidiness of the class is also important, as it can lead to a calming or chaotic atmosphere."

Themes referred to:

- Discipline
- Easily accessible resources
- Arrangement of furniture
- Cleanliness and neatness

P10

"Jou klaskamer moet kindervriendelik wees. Dit moet netjies wees en jou leerarea en werk waarmee jy op die oomblik besig is, moet weerspieël word op mure, ens. Genoeg spasie vir groepwerk ens. is belangrik.

Leerlinge moet basiese reëls hê en nakom wat beweging in die klas betref. Respek toon vir mekaar en hul besittings. Stil wees as onderwyser of ander praat.

Onderwyser moet goed voorbereid wees vir elke periode. Gebruik maak van hulpmiddels en entoesiasies wees.

Bogenoemde is alles baie belangrik vir goeie klaskamerbestuur. Goeie bestuur kom slegs tot sy reg as daar orde is. Goeie kwaliteit onderwys begin by goeie bestuur.”

Themes referred to:

- Cleanliness and neatness
- Decoration
- Classroom organisation
- Preparation
- Audio-visual aids
- Discipline

P11

“Good classroom management entails being well prepared. A teacher must know exactly what is to be achieved during a day and have all the necessary equipment and worksheets, books etc. When a teacher is unsure: chaos reigns”.

I teach Grade 2 and they need a very structured day. Most modern homes seem to have very little routine and crisis management is the norm. Discipline is often non-existent as parents are too busy or tired to do this effectively. It takes real effort and commitment to be a parent.

If a child is disciplined, he/she can get on with the tasks set by the teacher, can concentrate and work to his full potential.

It is up to us as teachers to ensure that the child has structure and tries to make up for the parents, shortcomings."

Themes referred to:

- Preparation
- Routine
- Discipline

P12

"Dit is vir my belangrik om die kinders (leerders) ten volle betrokke te kry by die leerproses. Leer moet vir hulle "lekker" wees. Ek as onderwyser moet gereeld skeppend dink en goeie beeldmateriaal ontwikkel.

Dit is ook belangrik om op te let na die leerders se belangstellings, behoeftes en lewenservaring. Daardeur behou jy hulle aandag.

Groepwerk kan baie waardevol en terapeuties wees, omdat leerders van, vir en met mekaar leer. Dissipline moet streng gehandhaaf word, anders kan dit in chaos ontaard."

Themes referred to:

- Visual aids
- Discipline

P13

"Goeie klaskamerbestuur is noodsaaklik vir goeie onderwys om plaas te vind. 'n Opvoeder kan nie in chaos funksioneer nie! Die oordra en bestuur van kennis moet op 'n ordelike en stelselmatige wyse geskied.

Om 'n leerder se potensiaal optimaal te benut en almal 'n geleenheid tot onderwys te gee, is klaskamerbestuur onontbeerlik.

Dit kan in dieselfde asem gesê word dat die onderwyser se administratiewe lading by die dag meer word.

Hier is die skoolhoof of bestuurspan die sondebokke, wat net al hoe meer van opvoeders' verwag. Die Onderwysdepartement is self direk verantwoordelik vir baie van ons klaskamerbestuur se probleme. Onvoldoende inligting en kort-kort nuwe vorms en werkwyse dra by tot die chaos in klaskamers."

Themes referred to:

- Discipline

P14

"Goeie klaskamerbestuur het 'n definitiewe positiewe uitwerking op die kwaliteit van onderwys.

Vir my gaan beplanning, organisasie en voorbereiding hand aan hand om goeie opvoeding aan kinders te kan gee.

Sodra 'n kind beseft jy is daar om nie net 'n rol as opvoeder te vul nie, maar ook as "luisteraar vir probleme" en trooster vir hartseer - het jy al 50% van die opvoeding agter die rug.

Dissipline is vir my baie belangrik - om streng te wees kan baie voordele inhou vir klaskamerbestuur. 'n Gedissiplineerde kind is 'n kind wat luister.

Ons as onderwysers is die spil waarom goeie klaskamerbestuur draai. Die kinders gaan nie altyd ewe "sterk" wees nie. Dis hoe ons die werk benader wat 'n verskil kan maak."

"VOORBEREIDING EN 'N POSITIEWE UITKYK IS DIE HEEL BELANGRIKSTE"!

Themes referred to:

- Planning
- Preparation
- Discipline

P15

"Goeie bepanning, duidelike opdragte, die dissipline van jou klas, die hoeveelheid kinders in jou klas, die grootte van jou klaskamer, die huislike omstandighede van jou kinders in die klas, jou stelsels wat jy toepas in jou klas, dra alles by tot goeie doeltreffende klaskamerbestuur.

Hierdie bydraende faktore en natuurlik hoe ek as onderwyser ingestel is teenoor die onderwys en natuurlik my "mood" vir die dag, sal alles 'n bydrae maak om die kwaliteit van onderwys te verlaag of te verhoog."

Themes referred to:

- Planning
- Discipline
- Class size
- Classroom size

P16

1. "Ek het 'n jaar beplanning *(Makro), 'n programorganiseerder (\pm 4-5 weke) en dan 'n weeklikse dagbeplanning.
2. Goeie voorbereiding lei tot goeie dissipline.
3. Leerders werk in groepe wat elke week roteer. Nr 1-6 by tafel . Elkeen het 'n plig, bv.nr 1 is leier; 2 hou stil, nr 3 deel uit ensovoorts.
4. Elke week gaan 'n dissipline (gedragsvorm) uit. As hy 'n klasreël oortree, kry hy 'n stempel - as hy 'n goeie week het, kry hy 'n ster. Leerders wat oortree gaan skryf sy naam op die whiteboard."

Themes referred to:

- Planning
- Preparation
- Grouping
- Discipline

P17

"Goeie klaskamerbestuur behels volgens my die volgende:

- goeie en gesonde dissipline
- betrekking van elke leerder tydens lesse
- goeie voorbereiding deur die onderwyser
- puik organisering en beplanning
- aanpasbaarheid van onderwyser by die intellektuele vermoëns van die leerlinge.
- afwisseling deur die onderwyser (nie altyd alles en elke dag dieselfde nie)

Klaskamerbestuur beïnvloed definitief die kwaliteit van onderwys/opvoeding. Dit skep die korrekte atmosfeer, sodat leer en opvoeding wel kan plaasvind. Sinvolle leer en opvoeding kan slegs plaasvind as die onderwyser weet hoe om klaskamerbestuur toe te pas en dit sluit die punte in wat reeds hierbo genoem is.”

Themes referred to:

- Discipline
- Preparation
- Classroom organisation
- Planning
- Intellectual level of learner
- Classroom atmosphere

P18

“Goeie klaskamerbestuur skep daardie gesonde klimaat in die klas waarin die leerlinge kan groei en ontwikkel tot hulle volle potensiaal. Dit gee aan die leerders daardie veilige grense (sekuriteit). Hulle weet dan presies wat van hulle verwag word en hoe om op te tree.

Dink maar net aan die uitdeel en inneem van modules; klaskamerreëls, klaskamer skoonhou en maak; huiswerk; netheid van modules, dissiplinestelsel ens.”

Themes referred to:

- Classroom atmosphere
- Mental security
- Discipline
- Cleanliness and neatness
- Homework

P19

"Klaskamerbestuur is die alfa en omega van onderrig. Elke jaar verskil die grootte en tipe groep waarmee jy werk, ook hul ouderdomme. Daar moet dus aangepas word by die groepe, sodat leer kan plaasvind. Ons werk met laerskoolseuns, daarom moet daar streng reëls in 'n klas geskep word deur hulle en konsekwent daarby gehou word. Klaskamerbestuur skep 'n rustige atmosfeer en dan is die kinders gereed om nuwe werk te bemeester. Klaskamerbestuur skep 'n rustige atmosfeer en dan is die kinders gereed om nuwe werk te bemeester."

Themes referred to:

- Group composition
- Discipline
- Classroom atmosphere

P20

"Klaskamerbestuur het definitief 'n groot invloed op die kwaliteit van onderwys.

Die leerkrag móet die lesuur haarfyn beplan en presies weet wat hy elke minuut van die lesuur wil doen. Sodra leerders agterkom dat die leerkrag effens onseker is, begin hulle kiewel en gesels. 'n Komponent van klaskamerbestuur, voel ek, is ook die atmosfeer in die klas. Dinge moet georden wees. Leerders voel veilig in 'n geordende atmosfeer."

Themes referred to:

- Planning
- Classroom atmosphere
- Safety

P21

"Klaskamerbestuur beïnvloed beslis die kwaliteit van opvoeding. Indien jou klas goed georganiseerd is, leerders weet wat van hulle verwag word en jou atmosfeer in die klas rustig en skeppend is, kan daar baie meer produktief skoolgegee word.

Leerders het sekerheid en weet wat hulle mag en nie mag doen nie - dit gee 'n gevoel van geborgenheid. Swak administrasie beteken ook baie tyd wat verlore gaan."

Themes referred to:

- Classroom organisation
- Classroom atmosphere
- Discipline

P22

"Goeie klaskamerbestuur het 'n invloed op kwaliteit onderwys.

As leerkrag, moet jy goed voorbereid wees, weet wat jou vertrekpunt is en ook weet waarheen jy met jou leerder oppad is.

In die Grondslagfase, maak ons gebruik van groeponderwys en kooperatiewe leer. Klaskamerbestuur is dus doelgerig en met kurrikulum 2005 is dit 'n noodsaaklikheid."

Themes referred to:

- Preparation

P23

“Goeie klaskamerbestuur het beslis 'n invloed op die kwaliteit van onderwys. Onderwysers moet goed voorbereid wees vir elke dag, anders word daar onproduktief gewerk en baie tyd gemors.

Swak dissipline veroorsaak ook dat tyd verspil word. Veral kinders wat sukkel met konsentrasie of aandagafleibaar is, wil veral in goed gestruktureerde klassituasies onderrig ontvang. Swak dissipline vererger hul probleme.

Administratiewe werk wat in onderrigtyd afgehandel word, is ook swak klaskamerbestuur, aangesien leerlinge onderrig dan verloor.”

Themes referred to:

- Preparation
- Discipline
- Time management

P24

“Wat vorm goeie klaskamerbestuur?”

1. produktiwiteit
2. duidelike opdragte
3. goeie dissipline
4. deeglike voorbereiding van onderwys
5. samewerking van leerders
6. kontinuïteit in werk in die klas
7. effektiewe hantering van probleme

Ek is van mening dat dit definitief die kwaliteit van onderrig beïnvloed. Goeie bestuur is 'n suksesresep vir goeie onderrig en leer wat kan plaasvind.”

Themes referred to:

- Discipline
- Preparation

P25

“Goeie klaskamerbestuur en kwaliteit onderwys hang af van goeie en deeglike beplanning. Jou globale kwartaalbeplanning sodat jy kan weet waarheen jy op pad is. Jou weeklikse beplanning dat jy met voorbereiding kan begin en dan, belangrik -, daaglikse beplanning, want jou selfvertroue sal 'n groot invloed hê op hoe jy jou klas bestuur en kwaliteit van jou werk. Ons hoef nie rigiet te wees nie, want op die oomblik improviseer werk soms uitstekend. Elke kind moet weet wat hy/sy mag of nie mag nie. Klasreëls kan self deur leerders saamgestel word. Jou klas en decor-d.w.s. wat op is, self deur die leerders gemaak, moet mooi en netjies vertoon om 'n aangename klasatmosfeer te skep. Jou eie rustigheid, of orde, sal ook jou leerders se kwaliteit werk beïnvloed. POSITIEF WEES! Rangskikking van klaskamer om maklik elke leerder te bereik en van hulp te wees. Boeke ens. maklik bereikbaar. Min rondloop in klas.”

Themes referred to:

- Planning
- Discipline
- Decoration
- Classroom atmosphere
- Classroom organisation/arrangement of furniture
- Easily accessible resources