

Preuve et attestation de développement professionnel

Gestion de classe - Prévention 2 - Architecte

cadre21



Description:

La gestion de classe ne se limite pas exclusivement à la gestion des comportements des élèves. Elle se présente plutôt comme un ensemble de pratiques et de stratégies éducatives afin de prévenir et de gérer efficacement les écarts de conduite des élèves et de créer et de maintenir un environnement favorisant l'enseignement et l'apprentissage.

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Badge attribué à :

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1 - Réflexion sur l'impact : De quelle manière la mobilisation de l'approche de prévention en gestion de classe a-t-elle eu de l'impact sur les apprenants?

According to Masse, Desbiens & Lanaris in 2014 and Little 2005, Safran & Oswald 2003, the mobilization of Prevention Approach in classroom management focuses on proactively addressing potential behavioral issues before they arise, rather than reacting to misbehavior.

In my situation, applying the preventive approach has promoted a positive learning environment in my class, by reducing distractions and allowing learners to focus on learning. It has enhanced learners' engagement and has reduced disruptive behavior before they arise or escalate, thereby reducing the need for disciplinary actions.

In a nutshell, my mobilization of prevention approach has ensured that my classroom management strategy is proactive, supportive, and learner-centered, leading to a more effective and successful teaching and learning outcomes.

2 - Retour sur l'activité : Que feriez-vous différemment si c'était à refaire?

In all honesty, I used to be reactive rather than being proactive which had all its attendant disciplinary issues and poor learning outcomes. Now I am more proactive in my resource management (space, equipment and time), in my space organization (work, storage and signage) with a view to encouraging interaction, visual contact, tidying up, fluidity of circulation and movement and by ensuring that the visuals are not overloaded but limited to the learning of the moment. I have also established routes thereby promoting a sense of responsibility because I discovered that learners who know how their day will unfold are less anxious and more open to learning.

3 - Réflexion sur l'expérience : À la lumière de votre activité vécue, quels apprentissages tirez-vous de cette expérimentation?

Reflecting on my experience in the light of my lived activities, the lessons I have learned from this experiment are numerous;

- I have learned to be proactive rather than being reactive
- I have learned that learners who know how their day will unfold are less anxious and more open to learning.
- I have learned how to create a positive relationship environment with the learner.
- I have learned to establish routines that give learners a sense of responsibility.
- I have learned that the mobilization of proactive approach in classroom management is a must for a good learning and teaching outcomes.

Déposez vos traces de l'activité scénarisée (maximum de 3)

Scripted-activities-on-Morphemes-3.pptx

Scripted-activities-on-Morphemes-2.pptx

Scripted-activities-on-Morphemes-1.pptx

Site Web

https://docs.google.com/document/d/1KnVeCEpvBuZmvQc7o0ylaehhO0b_E6-hEHlVXWkcm/edit?usp=sharing