

Developing Classroom Management Competences during the Initial Teacher Training

BABES - BOLYAI UNIVERSITY OF CLUJ-NAPOCA
FACULTY OF PSYCHOLOGY AND EDUCATIONAL SCIENCE
“EDUCATION, DEVELOPMENT, COGNITION” DOCTORAL SCHOOL

PhD THESIS

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SUMMARY

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SUMMARY

Keywords: *Classroom Management, educational process quality management, curricular management, interpersonal relations management in class environment, communication management, conflict management, disciplinary problems management, educational projects management, initial teacher training, teachers' professionalisation, classroom management competences, teaching standards, CBT (Competence based Teaching).*

Subject's selection motivation. Right after graduating the Faculty, as a young teacher, I noticed that one of the recurrent difficulties in my work with students is often represented by the behavioral deviations of those belonging to "problem classes". I started then looking for practical solutions, techniques and methods for preventing and solving these behaviours, by intensively studying some papers of Pedagogy, School Psychology, School Sociology. I found useful answers mostly in the foreign papers dedicated to the field of classroom management: managerial plans of classroom activities, disciplinary methods and techniques, conflict resolution strategies, methodological guides for different more difficult periods of work with students (as the beginning and ending of the school year, extra-curricular activities, evaluation periods). That is how my interest for Classroom Management was born and was then developed by studying many dedicated scientific works.

In 2008, when, by Ministerial Order No. 4316, Classroom Management became a compulsory discipline in the Romanian Psycho-Pedagogical Studies Programme, my interest focused on ways of developing classroom management competences at the university psycho-pedagogical module.

The main questions this paper sets to answer are:

- **What is Classroom Management** and **why is it necessary** in teacher training?;
- Which are the **components** of this (new) study field?;
- **What classroom management competences** do we need to develop for students during the initial teacher training?;

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- What is the **best approach for developing these competences?** (which is the best strategy, the most adequate contents, what methods and means shall we use, how shall we evaluate the results);

Paper's Structure: the *Developing Classroom Management competences during the initial teacher training* Thesis is divided into two main sections: theoretical part (three chapters) and the section dedicated to the experimental approach (four chapters). These are forwarded by an *Introduction*. The paper ends with *Conclusions*, appendices and bibliography.

A first demarche of **Chapter I CLASSROOM MANAGEMENT – NEED, ESSENCE, FUNCTIONS, PRACTICABILITY** is that of establishing the essence of the term **classroom management**. After analyzing the scientific literature on the subject, clarifying the confusions about the meaning and epistemological status of this (new) field of Education Sciences, we have **defined Classroom Management as a component of education management, which involves the set of effective theories and strategies used by the teacher in order to improve his activity with the class of students.**

For sustaining the idea of integrating Classroom Management as an “active component of contemporary Pedagogy, a new and modern approach of the activities with the class”, R. B. Iucu (2000, p.18-36) brings solid arguments. We have added to this list of arguments – wonderfully presented by prof. Iucu – more arguments, of more pragmatic nature. Mainly, we are speaking of the necessity to train teachers (also) as classroom managers. We have decided to include this type of arguments in the *didactic arguments* category (starting from the Comenian meaning of Didactics as “the universal art of teaching everybody everything – omnes omnia docendi artificium”), meaning ideas about the role that classroom management has in improving teachers' activity:

- ✓ *Loosely*, if we consider the teachers' activity in the classroom as a **leading activity** (as Pedagogy has always considered), any person (educator, teacher, professor, instructor) that leads the educational process, which he **orients, organizes, conducts** and **evaluates**, takes care of the educativ climate of the class, is an **educational manager**. **The conditions** a teacher has to fulfill in order to be a manager are: to have double training (also a classroom management training) and the “necessary talent” (meaning leading abilities).

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- ✓ According to the majority of the specialists, one of the main competences of the teacher is the **classroom management competence**.
- ✓ In his classroom activities, the teacher does not only realize teaching – learning – evaluating processes, but he also relates to the students, influences their learning behaviours, orients their general evolution. Being the central character for the students, the teacher also has educational impact on the students. Thus, he adds new behaviours in his activity with the group of students, realizing **functions** that are specific to classroom management: *planning, decision, organizing, motivation, leadership, evaluation, guidance*.

The above demarche has lead us to the conclusion that **the teacher fulfills managerial tasks** and that **he has to be accepted and trained as a classroom manager**.

A micro-research that we had carried out in 2006 on a group of gymnasium and highschool teachers, had pointed out that these teachers don't yet feel prepared to be effective classroom managers, one of the main causes for this fact being *the incorrect way the necessary competences are developed by the teacher development programms*. We considered that one of the real solutions to this problem would be the teachers' initial training and development in the field of Classroom Management in a manner based on competence development, with emphasis on practice, reflection and less theory (the study can be read in *Schimbări paradigmatică în instrucție și educație*, coord. Miron Ionescu, 2006).

Then we have presented and detailed in an original manner, the **classroom management functions of the teacher**. Sintetically and holistically presented, these came to answer some specific questions, as shown in fig.1.

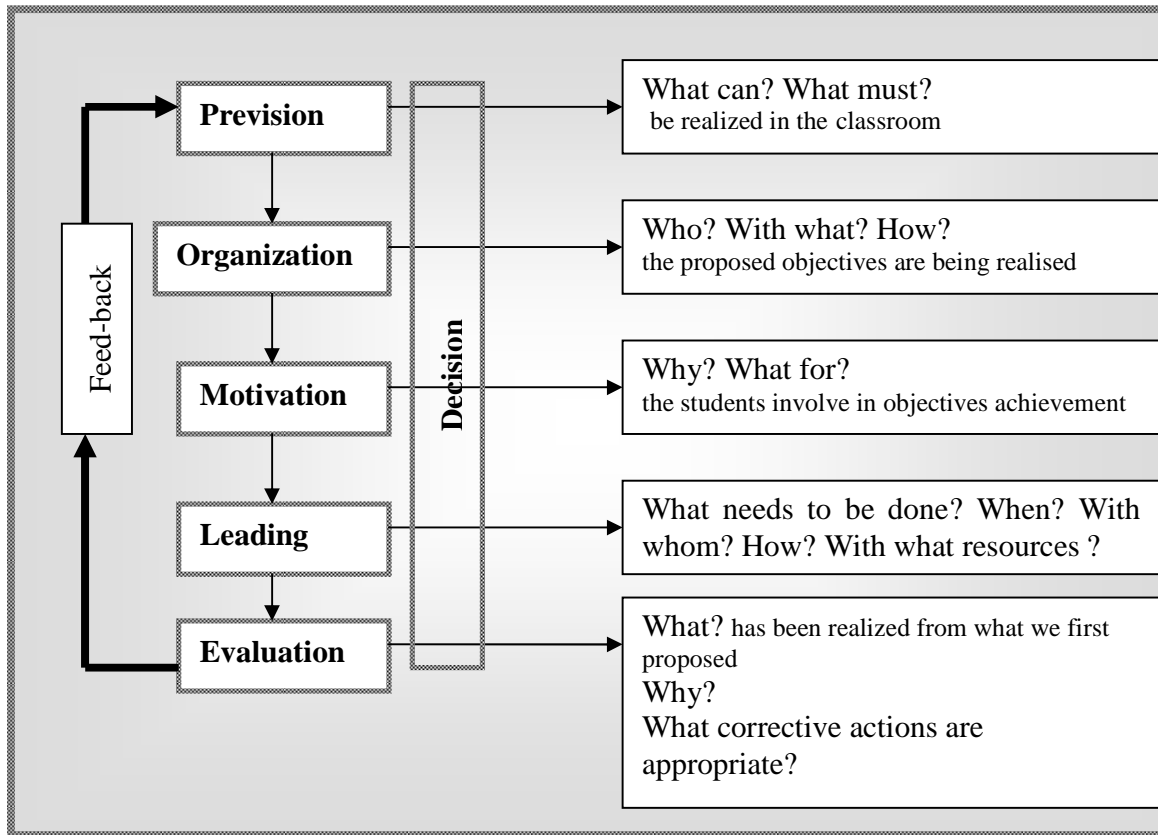


Fig. 1 Functions of the teacher as Classroom Manager

Chapter II CLASSROOM MANAGEMENT COMPONENTS presents a personal approach of the specific fields of Classroom Management. We have selected those components that we think are more important in initial teacher training: *educational process quality management, curricular management, interpersonal relations management in the class environment (teacher – students, student – student relations), communication management, conflict management, discipline problems management, educational projects management.*

The accent in presenting the above components was on offering practical solutions, educational intervention methodology in (micro)crisis situations: knowing and improving the interpersonal relations between students methodology, improving teacher – students communication, conflict management solutions, management of discipline problems, organizational analysis methods (the SWOT Analysis), logical analysis of the activity project (LOGFRAME Analysis), project management methods (the PBO model - Planning by Objectives); Based on studying scientific papers and on our own observations, we have

established the etiology of conflictual relations in the classroom and of the students' bad behaviour. In the same time, we have formulated the principles that can guide us in approaching the discipline in class, offering useful methods for preventing and/or correcting them.

Chapter III DEVELOPING CLASSROOM MANAGEMENT COMPETENCES DURING THE INITIAL TEACHER TRAINING approaches the landmarks of teacher training both on European and national level. In February 2004, the European Council has signed a strategy called : „Education and Training 2010 – The Success of the Lisbon Strategy Hinges of Urgent Reforms” which refers to adopting *common principles and references* for different fields of education. Starting from the idea of the importance of the role played by teachers in initiating and sustaining students' learning experiences, the European forums consider that teachers will determine the evolution of the education systems and the directions that the education reforms will take. Mainly, any successful educational reform must start from qualifying the teachers in order to produce the desired changes. Consequently, teacher training and development became **key priorities** of the European Union.

Initial teacher training has in our country a history of over 100 years, the first “normal” schools being initialized in 1880 as branches of the universities. Initially, this training supposed “pedagogical art learning” by a “normal training” doubled by apprenticeship (*V. Chiş, 2002, p.14*). Little by little, this training model was changed with the experimental pedagogy model. At the Bucureşti and Iaşi seminars (founded by the 1898 Law) and Cluj (after 1919) well-known professors (Titu Maiorescu, B.P. Haşdeu, G. Ţiţeica, G.A. Dima, I. Buricescu, G.G. Antonescu) were experimenting new teaching methods.

The historical evolution of the initial teacher training models on a national level, has realized the leap from what S. Cristea (*2003, p.63-65*) calls “teacher education” to “teacher training”.

Mainly, both on European and national level, the accent is set on teaching career professionalization, meaning the necessity to offer teachers a clear, standardized professional line, that can assure their professional preparation at the level of maximum efficiency. The first step for realizing this would be developing a clear grid of competences for every teacher and also the attached standards.

The most important informations regarding the experimental demarche are presented in **Chapter IV RESEARCH ON DEVELOPING CLASSROOM MANAGEMENT**

COMPETENCES AT THE UNIVERSITARY PSYCHO-PEDAGOGICAL MODULE'S STUDENTS. This chapter presents briefly the research's actuality, the degree of problem's research, the theoretical and practical value of the thesis, the research's phases and methodology.

The experimental hypothesis implies that: *Implementing a complex Programme of developing Classroom Management competences, based on clearly specified **standards** and on:*

- *a **didactic strategy** focused on competence development (CBT),*
- *firm **principles** (Interactive theoretical preparation, Relation with practice, Modeling and Reflection),*
- *procedural **contents** focused on educational intervention methodology,*
- ***teaching and evaluating methodology** with emphasis on formative accents,*

*will ensure the **growth of the teaching abilities quality** of the psycho-pedagogical module's students.*

We have considered appropriate to realise the experiment in the natural context of the university programme. So, we involved in our study 158 students for graduating year of the Letters and Theology Faculty, North University of Baia Mare, that attend the psycho-pedagogical module. In order to reduce the possibility that the results are influenced by facts related to the structure and the characteristics of the samples, we combined probabilistic sampling with rational sampling, using the following stratifying criteria: the subject's ages, learning performances (the media of the marks at specific disciplines: Education Psychology, I and II Pedagogy, Methodics and Pedagogical Practice), the results at the test from the pre/testing stage, teaching experience (if the student was or not involved in teaching activities).

The **constatative stage** of the investigation (presented in chapter V) has brought to our attention some *difficulties in the classroom management's initial teacher training:*

- Worldwide, Classroom Management is a topic of great importance in the training of the teachers (it exists as a study object since 1950 and, according to the Eurydice database, is introduced as a main discipline in teacher training in most of the European countries). At national level, it got important in 2008, when Classroom Management was introduced as compulsory discipline in initial teacher training programmes;
- Although it's importance is being recognized, Classroom Management, as a scientific field, does not have in the Romanian scientific literature enough theoretical support (the dedicated papers, although valuable, are very few);

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- We don't possess a clear grid of Classroom Management competences to be developed by the teacher training programmes and neither a specific set of standards;
- Efficient models of developing these competences haven't been experimented at the psycho-pedagogical module's students;
- We don't have enough theoretical supports (manuals, compendiums, university classes) and practical applications to realize the training of those interested in Classroom Management;
- We need to elaborate efficient instruments for evaluating the Classroom Management competences as tests, questionnaires, practical exercises.

The constative research's results are represented by:

- The DPPD curriculum analysis, module I, compulsory disciplines, regarding the classroom management competences development.

The analysis conclusions were on one side **positive**: all the psycho-pedagogical training disciplines (Education Psychology, I and II Pedagogy, Methodics and Pedagogical Practice) include knowledge on Classroom Management. The **negative** aspects regarding managerial training refer to:

- there aren't enough seminars approaching classroom management subjects, this meaning that the managerial competences of the students are more likely theoretical;
- developing these competences is sporadic, disorganised;
- the degree of managerial competences achievement hasn't been verified by any of the above disciplines, through the proposed evaluating tests;
- the practice hours number is very small so, regardless of the practical training quality, the time doesn't support efficient competences development. From the 42 lessons they have to hold, the students realize only 4-5, from which only one is of counselling;
- The establishing of classroom management competences and attached standards in the form of *Teacher's Profile of classroom management competences*;

Using as a model in defining the classroom management competence the one proposed by "The United Kingdom's International Organisation for Educational Opportunities and Cultural Relations" for the British Council, we have realized the above presented Profile. We have adapted the model in order to include every competence in a specific managerial function of the teacher: planning, organising, leading, decision-making, evaluating. We have obtained a grid of

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the 5 functions, for each presenting a definition, arguments of its importance, 3 levels of function's achievement. For each one we have also added failure and success indicators.

- Evaluating the degree of classroom management competences development at the experiment involved students, by the *Classroom Management competences evaluation questionnaire* (Appendix 18);
- Establishing the students's difficulties at practice, in order to improve their teaching abilities by attending the Classroom Management Course;

The difficulties identified by the majority of the mentor-professors, mixed with interpreting the students's answers to the proposed questionnaire, had lead us to the following **conclusions of the initial testing:**

a.) in lesson planning:

- The students' maximum score in the field of planning was of 43 points. The score media was of 31,25 points;
- After the psycho-pedagogical training courses, the students declare themselves well prepared in lesson planning (finalities formulation, selecting the most adequate teaching methods, identifying the necessary resources);
- They realize the planning according to the particularities of the pupils they teach to, even though the students declare themselves unhappy of the level of this knowledge (mainly because of the small number of practical preparation hours);
- Among the difficulties students have in planning, we have identified: mistakes in formulating the lesson's objectives (usually too many to be realized during one lesson); mistakes regarding the scientific content of the lesson (confusions, inappropriate selection of the essential content); focus on theoretical aspects and much too few applications; lessons projected in a traditional manner, in which the teacher has the leading role, the students being more likely passive receivers of the informations; difficulties in respecting the time for each phase of the lesson; lack of necessary competences in planning activities / tasks of class cohesion.

b.) in decision-making:

- Approx. 50% of the students don't identify in real time the problems in need of a solution; the other 50% mostly recognize the steps in a rational decision-making;
- The students have difficulties in motivating their decisions and adapting them to new situations;

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c.) in organising

- Physical organising of the classroom and grouping of pupils in pairs, small groups, preparing the individual work activities is being realized by a small group of students (less than 50%);
- Motivating the pupils for the activity is an important condition of a successful lesson; the students seem to know this, that's why they pay great attention to this part of the lesson;
- The students' difficulties refer to: maintaining pupils' interest for the lesson, solving behavior problems and conflicts, student-pupils relationship, constant feed-back offering;
- The students state they feel unready to prevent and correct indiscipline, don't have authority in front of the pupils, don't know how to solve conflicts;
- The mentor-teachers feel that the practicant students: don't achieve their objectives; don't adapt the lesson to the class level and don't adapt themselves if the class is not at the desired level; mostly utilize frontal activities; they have difficulties in organizing the group-work (grouping the children, watching on them); they don't fit the allocated time; are either too authoritative, or too allowing with the pupils;

d.) in evaluating

- The students achieved high scores in the evaluation field; they know how to realize correctly evaluating instruments; the evaluation is an objective one, based on clear criteria;
- The weaknesses of the evaluation are being represented by: motivating the pupils the received marks and the steps taken to correct the difficulties; instrumental errors.

The problems that we observed characterize both the experimental and witness group of students, they being correlated in the pre-test stage.

Chapter VI presents **THE FORMATIVE INTERVENTION – Developing Classroom Management competences**. The experiment implied working with the groups of students during the second semester of the academic year 2008-2009. If the witness group benefited of traditional teaching, for the experimental group of students, we created an *Experimental Model of developing Classroom Management competences* (see fig. 2):

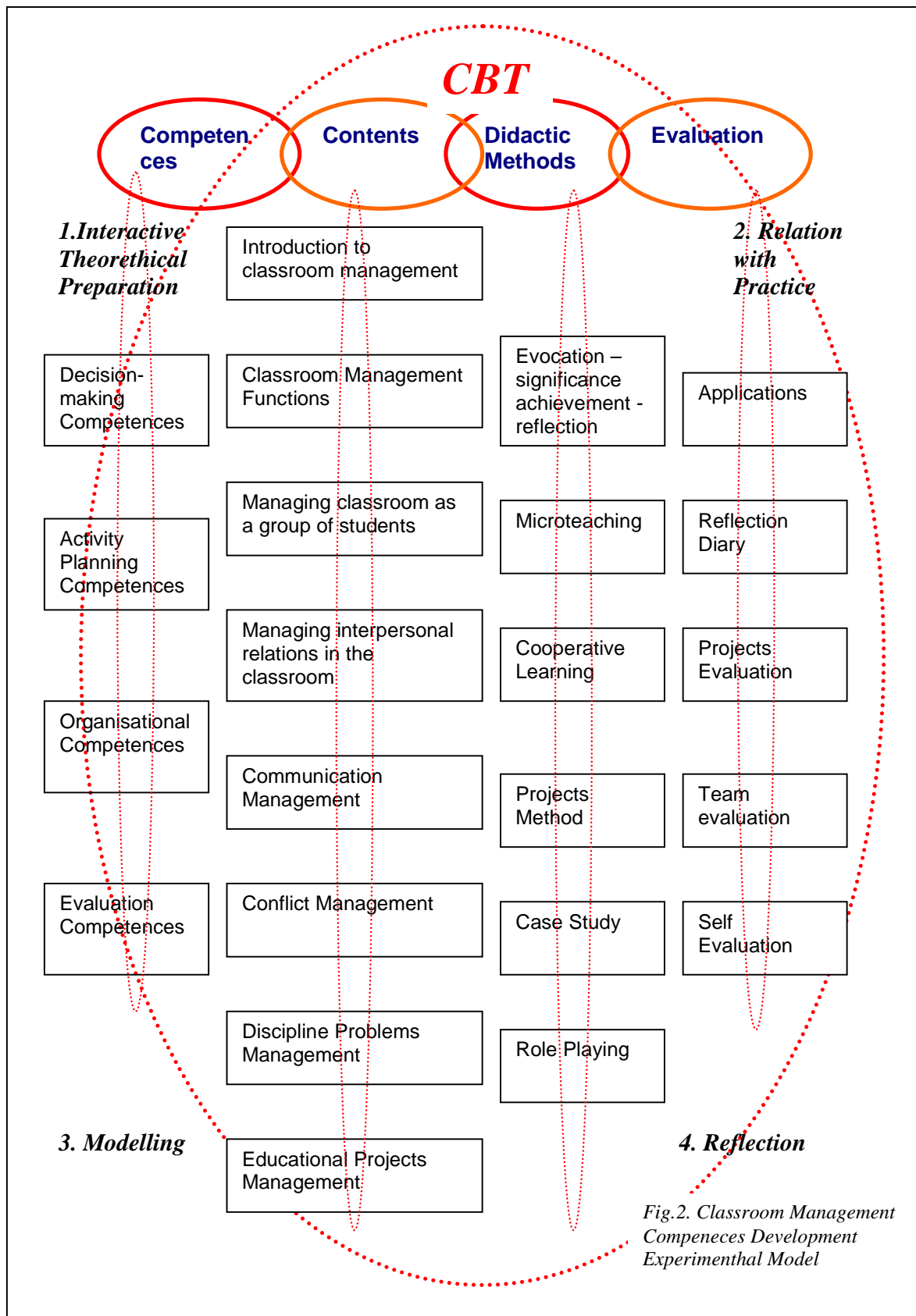


Fig.2. Classroom Management Competences Development Experimental Model

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The Model has the following components:

- *the didactic strategy CBT (Competence Based Teaching)* represents, in our opinion, the best way of approaching Classroom Management competences development for the students of the university psycho-pedagogical module;
- *the Classroom Management competences* are those detailed in V.3.2. paragraph *Teacher's Profile of Classroom Management competences* and are grouped on the four main managerial functions of the teacher: decision, planning, organisation, evaluation;
- *the contents* are common for most Classroom Management courses proposed by the initial teacher training programmes at the university level. The approach is new though, as we created an original table of contents, based on „know-how” knowledge, with great accent on presenting a diverse methodology of educational intervention in the classroom (classroom describing methods, interpersonal relations stimulating methods, conflict resolution and comportamental problems solving methods, project management methods);
- *the didactic methods* we used are the active-participative ones, which involve the students into their own becoming (euristic conversation, debate, problem solving, brainstorming, so on.), the most used ones being *the ERR model* (Evocation – Significance achievement - Reflection), microteaching, cooperative learning, case study, role playing;
- *the evaluation methods* for the students' achievements were set to accomplish a formative evaluation that can gradually verify the degree of proposed Classroom Management competences development and to allow the improving intervention in case of eventual deficiencies. In order to evaluate, we created some original applications, especially designed to verify the Classroom Management competences: *evaluating by projects, autoscopia, self-evaluation, reflection journal evaluation..*

In order to assure the optimal reach of the proposed objectives, the formative programme was based on the following principles:

- 1. Interactive Theoretical Preparation:** each Unit will begin by discussing with the students the contents involved in developing their gnoseologic basis of Classroom Management competences. This part of the activity will use activizing strategies, being followed by a reflection part.
- 2. Relation with Practice:** during the whole activity, the students will get tasks to be solved during their practical training (see the projects submitted to be evaluated,

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paragraph 1.5.), we will analyse cases from the practical activity in application schools, we will reflect on the ways of applying in practice the learned techniques and will exercise them through role playing, micro-teaching, drama.

3. Modelling (Pattern-Making): as proposed by the socio-cognitive theories, involves observations and self-adjustment of the activity. It is based on the fact that most of the learning outcomes are based on observing self and others' activity. The students will be guided to observe their own Classroom Management strategies, as well as of their colleagues', assisted teachers' and to reflect on them, to formulate conclusions of their observations.

4. Reflection will follow every important part of the activity. Yaxley (1993) quoted by Alan Scully (1995, p.27) considers that reflective teachers: "are trying to describe the teaching practices, share these observations with their colleagues, re-interpretate them in the light of critical reflections and conversations. Consequently, through observation, discussion and re-interpretation, the teachers develop and sustain critical beliefs regarding the act of teaching". In the work with students, reflection will be encouraged by tasks as: essays - making, critical discussions, analyses, case studies. More, each student will have to realize a reflection journal in which to note for each discussed topic the personal answer to the teacher's formulated questions. The task of completing this journal makes every student to exceed the stage of passive receiver of the informations offered by the classes and to re-interpretate these knowledge based on their own experience. This way, by re-interpreting and reflection a leap is made from getting knowledge to developing active competences.

The experimental model proved to be an efficient way of developing students' Classroom Management competences. The advantages of the Model, compared to the traditional teaching are:

- ✓ It aims **competences**, not only **knowledge** acquiring: the programme starts from presenting the competences to be developed, involves the students in developing those competences, uses a clear set of activities for developing the proposed competences and can easily measure at the end the level of their development;
- ✓ By the relation with practice, the Programme improves student's work at the application schools (as the teachers from these schools and the students themselves appreciate);

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- ✓ The tasks from practice make students understand the use of the Classroom Management competences, this having a motivational value for the class;
- ✓ Each student is aware of he's/ she's level of Classroom Management competences and works to develop them. The cooperative tasks make them care for their colleagues performances too. This way, the learning process gains implication and steady work from the students, not a passive reception of the „ready-made” informations transmitted by the teacher;
- ✓ The Reflection part of each course makes students more aware of their learning process and what they need to learn and practice to be successful teachers,
- ✓ The Evaluating process teaches students to think, solve-problems, be creative and not only reproduce memorised knowledge;
- ✓ By using this approach the number of individual study hours and cooperative work hours outside the university classes is obviously much bigger. Generally, we appreciate that students use 1-2 hours/ week for studying the support materials and the bibliography, 2-3 hours/week for projects, approx. 1 hour/week for solving the applications. Thus, the time for extra work for the Classroom Management Class was maximized to a minimum of 6 hours a week, 84 hours per semester.

An incontestable proof of the formative programme's success is represented by the experimental's group results in the post-test stage of the research. Briefly, they are the following:

- The students pay much more attention to the planning phase of the didactic activity; they don't anymore have difficulties in realizing planning activities. One of the explicit tasks they realize is planning actions that would generate the cohesion of the class and would prevent the behavioral problems of the pupils;
- In organizing the activities, the students achieve the physical and socio-relational set up of the classroom. The accent is set on developing a learning climate, based on efficiently motivating the pupils for the activity, adapted activities and permanent feed-back.
- 86% of the subjects appreciate they have considerably improved their relations with the pupils from the practice. The explanation for this fact is that they have learned to communicate with the pupils, to prevent and correct the behavioral problems, to mediate conflicts;
- The students now know techniques of rationalizing the decision-making process and apply them in deciding about the didactic activity. If, in pre-test, they had difficulties in adapting the

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decisions to new situations, after the intervention, over 50% of them have passed these problems;

- Evaluating the pupils is adapted to the proposed objectives and is being realized through correct instruments. The students set accent on motivating for the pupils their results and on developing improvement strategies in case of malfunctions.

To compare the results obtained by the experimental and the witness group in the pre- and post-test stages, we have used the *Compare means* option of the PASW statistics programme. The results are presented in table 1. :

Table1. Final scores pretest / postest

Statistics				
Sample type			Total score pre-test	Total score post/test
Experimental group	N	Valid	79	79
		Missing	0	0
	Mean		139,18	168,58
	Std. Deviation		19,055	11,486
	Minimum		74	137
	Maximum		173	191
Witness group	N	Valid	79	79
		Missing	0	0
	Mean		138,56	147,84
	Std. Deviation		19,014	17,118
	Minimum		106	111
	Maximum		179	179

By analysing the above table, we can notice that:

- the score mean has raised, for the experimental group, from 139 to 168, meaning plus 29 de points;
- the witness group also raised it's mean, by 9 points. This raise is determined by the fact that the witness group's students also attended Classroom Management classes, so they have developed, to a certain level, Classroom Management competences;
- there are visible differences between the experimental and the witness group, in the post-test stage, as we can notice in chart 1.

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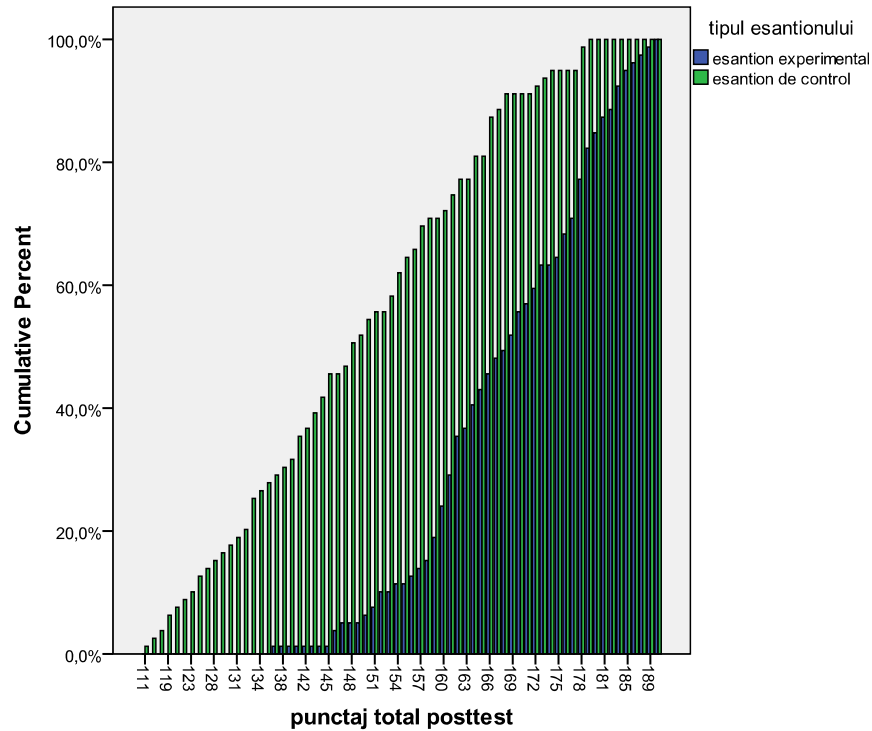


Chart 1. Total score post-test experimental group vs. witness gorup

The post-test results, statistically analysed by the *T-test*, have confirmed the proposed hypothesis, validating the experimental intervention as one efficient in developing Classroom Management competences at the psycho-pedagogical module's students. The re-test has led to the conclusion that **the results of the formative program resist in time, while the results of the traditional training don't.**

We consider that the above presented data are convincing in setting the Classroom Management competences Model as a good-practice example. We hope that the Model can be generalized, determining changes in the working-style of the university's psycho-pedagogy classes.

Suggestions and recommendations:

1. Developing Classroom Management competences during the initial teacher training has proven to be a real necessity in order to exercise quality teaching, being also one of the key priorities of the European Union's Strategy of professionalizing the teaching career. Therefore, at

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the Romanian Education Ministry's level this teacher training field should get some more attention by:

- accomplishing a set of standards for developing Classroom Management competences for the psycho-pedagogical university module's students, according to the European standards, with clear state of the success indicators;
- maintaining in the Education Plan of this topic, but with more classes (at least 2 hours of course and 2 hours of seminar / week). Eventually, moving this discipline's study in the fifth semester of the initial teacher training, in order to allow a better correlation with the practice period and a better focus on the students, whom, this way, won't be directly stressed by the licence graduating exams;
- offering teachers continuous training in the field of Classroom Management, especially for leading them to the new findings of this study field and for making more easy their work with the pupils;

2. At the DPPD level is imposed a better collaboration between the psycho-pedagogical training teachers towards realizing a training based on developing competences and also a better collaboration with mentor-teachers, to adapt this training to the real needs of working in a class.

3. Basically, teacher training should accomplish the professionalization of teachers, by developing competences, the focus being set on practical activities;

4. In this approach, will be created competence development programmes, that use activating methods, based on team-work and individual study of the students;

5. Pedagogical practice will have to become one of the priorities of the training programs. At Classroom Management courses, the approached subjects will have to be directly related with the difficulties met by the students in their practice. In order to correlate the classes with practice, it would be useful that the students get at every seminar tasks to be realized at practice (regarding, according to the approached subject, class knowing, improving interpersonal relationships, prevention and correction of behavioral problems, conflict management, the SWOT analysis of the school, proposing improving solutions through institutional or curricular development projects);

6. The evaluation of students' results should be formative, verifying not only knowledge, but also the ability to apply them in practice. For this, we suggest the use of evaluating tests based on

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competence evaluation: portofolio, projects, applications, tasks to be realized in the practice stage.

Main action directions:

1. In order to continue the experimental programme of developing Classroom Management competences during the initial teacher training, we propose to realize a web-platform, which would facilitate the use of AEL in training. Being accessible on line, this could be accessed also by the teachers interested in Classroom Management. The forum created here could represent a communication opportunity between students and professionals, that would generate efficient solutions for Classroom Management problems;
2. Initialising a project of addapting the experimented formative programme so that it could be part of the continuous teacher training programmes offer;
3. Realising some workshops, conferences and meetings on Classroom Management subjects, that should facilitate collaboration between the persons teaching this scientific domain;
4. Experimental results dissemination by conferences attending, publishing them in books and scientific bulletins.

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WEB RESOURCES:

- The Eurydice database:

http://www.eurydice.org/ressources/eurydice/pdf/037EN/007_chap3EN.pdf

- Teaching standards:

<http://www.leducat.ro/resurse/download/profesiadidactica.pdf>

-Teacher_education_partnership_handbook:

http://www.deni.gov.uk/teacher_education_partnership_handbook-3.pdf

- Articles and studies on educational themes:

<http://www.eric.gov>.

- The Romanian Agency for Quality Assurance of the Primary Education:

<http://www.aracip.edu.ro>

- Comunitary Programmes in education and professional development:

<http://www.anpcdefp.ro>

- The developing strategy for the initial and continuous teacher training:

www.gov.ro/upload/articles/100024/stratform.pdf

- Classroom Management Resources (The Really Big List of Classroom Management Resources):

<http://drwilliampmartin.tripod.com/classm.html>