Survey/Analysis of classroom - learning environment
Short introduction of ourselves and what we are going to focus on by Knud
Norwegian school system:
To understand our presentation you have to know that:

- The class a very important factor in our school system (from 1 to 13 level (age 6-18) We have very little mobility.
- Mainly all our schools are public.
- Inclusion is a central principle. (Adjusted learning is a legal right for every child)
- The classroom environment is very important for the pupils` learning and social development. (our government says)
Challenges in Norwegian school system

- Girls have better results than boys.
- 80% boys on Competence level 1 (lowest)
- Increasing numbers of pupils not attending school at all. (long term absence)
- Big difference in parents’ support inflecting increasing variation in pupils’ motivation.
- Girls 14+ increasing figures of pupils with psychiatric problems (stress + depression)
- Lack of general concentration and discipline (but it is improving)
• **Learning environment:**
  - **Wide definition:** All the factors that influence a pupil’s academic achievement and psychological welfare.
  - From 18-21% of a pupil’s academic outcome can be related to learning environment factors.

Most important factors:
- Relations between teacher and pupils and between pupils.
- Teachers skills in classroom management.
Our task can be:

Give an analysis of the learning environment at school in general and in each class.

Analysis of the effects of actions school has inserted to the challenges they have experienced.

Give teachers feedback on what should be developed in each class / at school in general.

Feedback to parents about the situation in class and about how they can contribute to improve the learning environment.
An analysis/survey can be based on:

Interviews with management, advisor and teachers.

General observation in classes and in the breaks.

Digital questionnaire to each student. (QuestBack)

A group of games based on allegations of class that we systematize. (game of values)

Document Analysis

Socio-Metric measurement (Digital)
Overview and explanation of the factors (in the questionnaire to the students)

1. **Safety**: That students feel respected, that there is no harassment and bullying among students and between teachers and pupils.

2. **Openness**: The students dare to voice their opinion, everyone is listened to, it is acceptable to fail and make fools of themselves.

3. **Support**: To what extent students experience the helpfulness and social/emotional support from their teachers and classmates.

4. **Clarity**: To what extent students feel rules and consequences of breaking the rules are clear, the handling and the follow up by teachers feels positive and consequent and that this is shared by all teachers who teach in class.
• **5 Skills:** Class ability and skills that develop work focus and concentration.

• **6. Common anchoring:** Class social glue, class belonging, coherency.

• **7 Incorporation:** Discussions, pupils` participation, common goal for the class etc.

• **8 Identity:** How students / class describe and experience themselves to each other and towards others.

• In addition, we also usually examine the occurrence of antisocial behavior, parental support, academic support, personal motivation etc.
What do principals get:

An overview of the learning environment in all classes - basis for comparison.

A specific knowledge of each class’s learning environment and general issues shared by stage and / or school.

An evaluation of the school system and action strategies if they wish.

Identification of specific areas (breaks- anti-social behavior, etc.)

Courses related to specific challenges
• **What do the teachers get:**
  A feedback on the learning environment in their own classes.

  Proposals for concrete actions in their own classes. (goals – a booklet)

  Program for change / innovation in class and at stage-level

  Individual teachers / teachers on the same level can request specific guidance from us afterwards.
The factors we have selected in our analysis are based on different Norwegian researchers (Edvin Bru, Skaalvik & Skaalvik, Cato Vadel) and based on the Norwegian school system. The American systems differs and we guess that some of these factors will not have the same importance because of the mobility in your school system. (changing of groups all the time)
### Feedback on individual class: Eksempel på en tilbakemelding til en tilfeldig klasse (autentisk)

#### Faktor Læringsmiljø

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#### Tilleggsfaktor

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#### Forklaring av fargekoder:

- **Green**: Fungerer bra
- **Yellow**: Bør settes inn tiltak
- **Orange**: Må settes inn tiltak
- **Red**: Kritisk faktor

- **Lærerfeedback**: +6 (+)(+)(+)(+)(+)
- **Enighet** - **Drøftinger** - **Felles problemløsning**: -5 (-)(+)(+)(-)
- **Positive fellesaktiviteter** - **Samhold** - **Lærerinitiativ**: -5 (+)(-)(-)(--)(--)
- **Felles regelhåndtering**: +3 (+)(+)(+)(+)
- **Lærerstøtte** - **Hjelpsomhet**: 0 (-)(+)(+)(+)
- **Generell åpenhet** - **Dumme seg ut**: +4 (+)(++)(-)(+)
- **Elevkrenkelser**: +7 (+)(++)(++)
1. Best score : Yellow
2. Better than average : Grey
3. Worse than average : Blue
4. Worst score : Brown

Learning Analysis based on the average of all classes.
Is mixed to anonymize

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<th>Incorporation</th>
<th>Anchoring</th>
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**Spørsmålstil elevene:**

Q1 Which three students would you rather work with in school / or work together with in group work?

Q2 Which three students would you be together with in breaks?

Q3 Which three students would you prefer to do something with in your spare time?

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Sociometric experience:

- Many teachers are not aware of the social structures in their class (significant pupils)
- The level of friendship in a class is often very much coordinated with emotional support, safety and openness (basic factors)
- The classes scoring skills low (disciplinary problems) have a tendency also to score low on the factor of mutual relations between pupils.
- There seems to be a link between teachers emotional support and friendship building between pupils.
What is the sum of our evaluations from secondary-schools)

1. Based mainly on observation

- Many teachers are skilled in classroom management.
- Many boys have generally low production during lessons
- Much small talk in class (especially in the working phase)
- Find few criteria on adjusted learning. (ref. the child's legal right)
- Too many students with learning resistance (boys especially)
2. Evaluation based on the analysis of learning environments (Quest Back)

It is a reasonable quality difference between the various schools we have considered so far, but also large differences between different classes on the same stage at the same school and between classes in the same school.

The differences are greater than we had expected.
✓ The schools score reasonably well on clarity, but not on common rule management (NB!!) by the teachers.

✓ Lack of variety is reflected in the evaluations (plays a big role in weak students' motivation)

✓ The safety factor varies very much and "banal cultures" or "No filter classes" are getting an increasing problem from 8 degree and up.

✓ Also the factor lack of openness is often scored low with "Afraid of making a fool of myself" and "Afraid of expressing my opinion"
• To many classes say that there is little common discussion and shared problem solving and that there is little discussion about common goals and focus areas for the class. (Factor Incorporation - Participation)

✓ To many classes consider the factor skills to be negative in their own class. Too much noise and trouble during lessons are repeated factors.

➢ We see clear links between the skill factor (noise) and other fundamental factors (lack of safety- openness and lack of emotional support in particular)
Part 2  Developing teams
Developing teams

Develop staff (teams) through Bolman and Deal's model

**Structural Perspective** (rules, frames, scripts)

**Relational perspective** (How we are together)

**Symbolic perspective** (culture, climate, traditions, etc.)

**Political Perspective** (get deep cultures in open, conflict, articulate disagreement, etc.)

**Learning organizations**: analysis and innovation. (Peter Senge)
- Bringing clarity of objectives, both within their own team and in relation to the organization overall.

- Connecting the right people, roles and skills for effective problem solving

- Develop a supportive and problem-solving climate

- Ensure that the working methods and procedures are effective and satisfactory

- Delegate and clarify responsibilities

- Coordinate and arrange for a good and effective working

- Support team members' development

The purpose of team development.
• **Use of resources:**

Minimum 5 sessions with the staff each 2 hours + work tasks between sessions + internal follow-up work by the management.
-The school develops a Quality Poster.

-We use a lot of participation methods.

-We have developed analytical tools and evaluation tools. (QuestBack)

-Staff create areas of development within each area (structural-political-relational - symbolically) which includes:

1. Each team

2. The school leadership
The structural aspect

Generelt: Vi lager årshjul med oversikt over møter og aktiviteter. Vi utvikler rutiner og prosedyrer og lager langsiktige planer.

- Vi er presis til møter og etter pauser.
- Vi har saksliste for møter. Vi melder saker på forhånd.
- Vi er godt forberedt og har gjort jobben som er avtalt fra sist møte.
- Vi prioriterer saker slik at vi kan holde fokus på det viktigste.
- Vi skriver referater fra våre møter.
- Vi har struktur på møtene våre med koreografi (veiledningsmodell), ordstyrer og tidsstyring.
- Vi har et bevisst forhold til bruk av mobiltelefoner.
- Vi bruker våre strukturelle ferdigheter i samspill med våre øvrige samarbeidspartnere.

The political aspect

- Vi ønsker å tilstrebe et perspektiv/en holdning til at motsetninger ofte er det som får oss videre mer enn enighet. Vi vil legge til rette for fora hvor debatter/meningsutvekslinger kan finne sted.
- Vi vil ha generell åpenhet i organisasjonen vår og høy grad av medvirkning.
- Vi vil ta opp saker på så tidlig stadium at det ikke utvikler seg til reelle motsetninger/konfliktier. Ledelsen har her et ekstra ansvar ved at de på en ryddig og konstruktiv måte tar tak i konfliktier på et tidlig stadium.
- Vi vil i våre planer utvikle prosedyrer for konflikthåndtering og håndtering av mobbing i organisasjonen.
- Vi vil få uenighet frem i lyset heller enn å skjule og undertrykke. Dette vil vi tilstrebe gjennom generell informasjonsflyt via våre mellomledere og gjennom case diskusjoner på fellesmøter.
- Vi vil utvikle arenaer for å løse problemer i felleskap og utnytte hverandres kreativitet og erfaring i løsning av problemer og utfordringer.
- Vi vil identifisere motstand i organisasjonen mot endring, sette ord på og bearbeide hindringsfaktorer.
- Vi vil ha et godt og velfungerende tillitsapparat samt prioritere HMS arbeid i vår organisasjon.

The relational aspect

- Vi er inkluderende
- Vi skaper trygghet og vise omsorg
- Vi omtaler hverandre positivt
- Vi fokuserer på det positive
- Vi ser og bekrefter den enkelte
- Vi verdsetter andres meninger og ulikheter
- Vi lytter til og deler med hverandre
- Vi lar alle komme til orde
- Vi gir rom for det individuelle
- Vi vil ha åpenhet i organisasjonen – både på det personlige plan og i forhold til faglig utvikling
- Vi gir sosial støtte til de som trenger det.

The symbolic aspect

- Vi vil sette opp positive felles verdier for teamsamarbeid/virksomheten som vi forsøker å etterleve i praksis. Skape en åpen og uttalt kultur der vi handler i overensstemmelse med våre verdier, felles satsingsområder og felles forpliktelser
- Vi respekterer hverandre, omtaler hverandre positivt og har respekt for ulike arbeidsmetoder innad i organisasjonen.
- Vi vil utvikle en positiv felles identitet innen Lenden skole og ressurscenter der vi er i stand til å verdsette og å beskrive våre felles og individuelle kvaliteter og der vi er stolte over det vi produserer og leverer både innad og overfor våre brukere.
- Vi vil skape en innovativ kultur der vi hele tiden jakter på ny kunnskap/kompetanse og forbedret individuell og kollektiv praksis
- Vi vil ha en ledelse som fremstår som samlende og identitetsbyggende. En ledelse som er tydelig, synlig og som skaper begeistring og motivasjon i arbeidet. En leder som gir rom for at ting skal modnes og som følger opp det vi er enige om.
- Vi vil utvikle organisasjonen gjennom å skape rom for personlig utvikling og vekst.
- Vi har et kollektivt ønske om å ”være gode”, om å vise igjen i Stavanger skolen og ha et positivt bilde av oss selv - være krye av Lenden skole og ressurscenter.
- Vi har systematisk egen utvikling av møter/ egen atferd for å skape utvikling og forbedring.
- Vi har jevnlig felles sosiale samlinger/feiringer og vil strebe å skape en god atmosfære rundt felles møter etc.
Golden 5 (golden5.org)
The goal of this program is to support / assist teachers in creating a good learning environment. The program is founded in the knowledge that the school is an important arena in terms of children and young people's education process and social development. Children who are at risk of social exclusion presents a vulnerability that needs special attention. The teacher must be a skilled class leader and be able to create a good social and academic development of each child and create a good learning environment.
The program is concentrated around the five topics:

1. Class Management
2. Relationship building
3. Social climate
4. Adjusted learning
5. Home - School  (Digitized tests within each area)
The lesson as a process
## Preliminary work and planning

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<th>Action</th>
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<td>Messages</td>
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<td>Working phase</td>
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<td>Transmissions</td>
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<td>End of lesson</td>
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## Follow up and reflection
To model in general.

Working on regular structures in lessons.

Use of low voice volume.

Provides positive feedback to the class when the rules are followed.

Being careful not to get into a negative pattern (yell, nag, scapegoats).

Teacher tests / check often students' knowledge in different ways.

Suitable to be a good role model for students through their own behavior.

Teacher makes sure that students get assignments on mastering level.

Teacher has student talks with a focus on learning.

Clear marking of each phase in education?

Start and stop precisely?

Be in place in the classroom before students
**Preparation and planning**

Take advantage of students’ own experiences and interests as a basis for teaching.

The classroom is prepared in advance and material is clear and available.

Have the rules hung up in the classroom.

Have rules which are formulated positively.

Is prepared for turbulence and has created a plan in advance.

Have the students placed in such a way that the classroom is clearly.

Teachers have planned and switch between different learning methods.

Have clear procedures for breaking class rules.

Pupils have been involved in developing goals for the class in areas that need improvement.

The students know clearly what behavior a teacher cannot tolerate.

Collaborating with colleagues who have class on the rules / procedures.

The tasks are adapted to students' level of mastering.
Start

Get started quickly with the lesson.

Marks clear start of the beginning of the lesson

Repeats the rules often and give concrete examples.

Ensuring a high degree of attention from students.

Communicates clear expectations of prosocial behavior towards students.
Teaching in front of the class

Give reason for and explains the activities and choice of teaching material.

Repeat the main lines from the previous lesson

Use time efficiently.

Teacher shows high engagement in the review of the curriculum

Helps students to see similarities and differences.

Teacher connects new material and familiar teaching materials together in a nice way.
Forklaringssamarbeid : Spørsmål /svar

Use of pause time before the students answer questions (reflection)

More important how students are thinking rather than right / wrong answer.

Encourage openness (allowed to ask “stupid” question)

Not questioning the individual students before questions are asked, but the opposite: (Not :”Peter, please answer the ......”)

Stimulate the visibility (that students can and will answer)

Do not ask students who do other things.

Use of open questions rather than closed (only short answers yes / no or only a response (correct / wrong)
**Messages**

Provides practical examples to explain the learning material.

Have an overview of all students.

Communicates clear expectations to students about the quality of work.

Gives clear messages.

Teachers have variety in their form of presentation.

Provides clear instructions on the blackboard or sheets.
Work Phase

Has developed effective routines that create flow in the teaching

Ensures that there is no disruption to teaching. (flow).

Ensures that there is little waiting.

Gives fast hinder assistance to students who need extra help.

Reacts early to behavior that is disturbing for education.

Wander around the class continuously.

Placing himself in the classroom so that he / she has the highest possible view of the class.

Teacher systematically uses praise to students during the learning process.

Corrects behavior, low and close to the students.

Have eye contact with as many students as possible

Have a positive focus and praise students for good effort.

Confirms positive pupil behavior individually.
5. Transitions

Spend little time between activities.

Practice on the transitions between activities.

General practice routines: in -march, stand in line, pick up materials etc.
End of lesson

Allows students to reflect on their learning and behavior.

The main lines from the lesson

Ask frequent questions to check if students understand the assessment process

Gives students the opportunity to make suggestions / ideas / solutions.

Teacher gives a systematic constructive feedback to students and show them what they are good at and what is the potential for improvement.

Clearing
Etterarbeid og refleksjon over timen.

Hva har jeg lykkes med?

Hva kunne vært bedre?

Hva vil jeg prioritere i neste time?