Abstract

The dissertation deals with the issue of classroom management, specifically classroom structures and their changes in the practice of beginning teachers. Classroom management is a key factor for effective teaching, promoting a healthy classroom climate, and teacher professional development. The theoretical part of the thesis analyzes the concepts of proactive classroom management with an emphasis on a win-win approach that respects the needs of both teachers and students and identifies the topic of classroom routines as a promising area for improving classroom processes.

The empirical part is based on action research conducted with three novice teachers in a lower secondary school. The research investigated the implementation of classroom routines, their benefits for teaching effectiveness, and their impact on classroom climate. Data were collected via observations, interviews, and analysis of teacher reflections, which provided deeper insight into the process of organizational change. The findings show that the introduction of classroom routines promotes teachers' professional self-confidence, improves the organization of teaching, and creates stable conditions for learning.

The thesis provides theoretical and practical insights into the possibilities and limits of implementing classroom routines in the Czech educational environment. At the same time, it raises questions about the support of novice teachers and their preparation in classroom management, which represents a challenge for further research and practice. Finally, it recommends strengthening the preparation of future teachers at universities and the integration of classroom management as a core competency for beginning teachers.

Keywords

classroom management, proactive approach, win-win approach, organizational practices, classroom routines, action research, novice teachers, professional development