Rethinking Classroom Management:
A new perspective, a new horizon

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Abstract

The purpose of this study is to suggest a new perceptive and a new horizon by analyzing the concept of classroom management in the literature of traditional classroom management from a scientific and dictionary view. It may be said that there are serious problems regarding the settlement of the meaning of "classroom management" the educational literature, where thousands of studies are carried out in a speed that almost could consume the concept. In order to understand what this concept means, making a small research about what the concept in the given language means and finding out the common points in the literature may be a contributory study. As be seen that, the basic analysis in dictionary, the title of "Classroom Management" is used incorrectly and it is neglected the mean of "Class" word. However, the classroom is only a room of class in which teaching or learning activities can take place. Then, it correceted to use the title of "Class Management" or "Class Based Management" because of "room" is only a place where class makes the teaching and learning activities or lesson/course/lecture.

Keywords: Class organization, Class management, Classroom management, Management of teaching-learning, Lesson management, Course management, Lecture management

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Introduction

The purpose of this study is to suggest a new perceptive and a new horizon on the basis of knowledge and practice by analyzing the concept of classroom management in the literature of traditional classroom management from a scientific and dictionary view. It may be said that there are serious problems regarding the settlement of the meaning of "classroom management" the educational literature, where thousands of studies are carried out in a speed that almost could consume the concept. In order to understand what this concept means, making a small research about what the concept in the given language means and finding out the common points in the literature may be a contributory study.

When the concept of "Classroom Management" is analyzed; it has been seen that there are four words in it. These words are "Class", "Room", "Classroom" and "Management". The word of "Class" in education means a group of students who take lessons in the same place together (CLD 2012). Almost in all educational literature, the concept of "class" (in education) includes the one-room of a school (Calfee and Brown

1979). The word of "Room" means a part inside of a building, which is separated from other parts by walls, floors, and ceilings (CLD 2012). The word of "Classroom" means "a room in which teaching or learning activities can take place" (Wikipedia 2012-a). A classroom is a formed setting for teaching and works under a norm of rationality (Doyle 1979). Lastly, "management" means "the act of getting people together to accomplish desired goals and objectives using available resources efficiently and effectively" (Wikipedia 2012-b). When a rough and complete signification is made, what comes out is "Management of Class' Room". In other words, "Management of Lesson' Room" or "Management of Course' Room" or "Management of Lecture' Room" seems to be the most suitable titles. These titles means that "classroom management" is the management of teaching-learning or the lesson/course/lecture management.

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1- A New Perspective: Management of Teaching-Learning

In the literature of traditional classroom management is used the title to Classroom Management (or Class' Room Management or Management of Lesson' Room" or "Management of Course' Room" or "Management of Lecture' Room" or "Management of Teaching and Learning)." When almost all studies in relation to "class management" in educational science literature is examined, it has been seen that classroom management is using this traditional meaning (Vaughan 1981; Hunt & Bedwell 1982; Evertson & Eimner, 1982; Clements 1983; Allen 1986; Gettinger 1988; Bezzina & Butcher 1990; Balson 1991; Smith & Misra 1992; Colvin, Sugai & Patching 1993; Hindle 1994; Ellis and Others 1994; Bullough 1994; Burden 1995; Jones & Jones 1995; Tauber 1995; Onsrud & Rolner 1996; Alexander & Galbraith 1997; Martin, Yin & Baldwin 1998; Başar 1999; McFarland 2000; Özyürek 2007). On the other hand, when the studies in a different mean are examined it has been seen that is confused the author(s) of them (Johnson and Brooks 1979; Doyle 1979-1986; Collen 199; Brophy and Alleman 1998; Maphumulo & Vakalisa, 2000; Wiseman & Hunt, 2001; Weber, 1986; Duke 1979; Good & Brophy 1990; Moore, 1995:283; Ünal & Ada 2000; Celep 2002; Kıran 2005; Weber 2006; Aydın 2008; Erdoğan 2008; Çelik 2009). This confusion about worries for establishing a knowledge base classroom management has been felt in related studies, thus: The study starts by maintaining that the classroom is a part of school and educational administration literature; however, in the proceeding parts it continues giving information about the traditional meaning again. Why does it become difficult to utter a meaning for educational and school management at the end of the study? It will not be wrong to say that this confusion lasts in the world. Classroom isn't an organization, but it is only a room of the school. However, "class" may be an organization, and where if there is an organization, there is the management

of its. In fact, there is no confusion when a scientific analysis is processed completely. And there is no confusion when a base of knowledge in the practice and the field of "classroom management" is built. The base of knowledge can be formed utilizing knowledge belonging to educational administration science in which "management" is involved. Actually, the interprets the concept of classroom management as the "lesson/course/lecture management" or "management of teaching and learning" or "classroom management" (Kearney and Others 1985; Doyle, 1986; Brophy 1988; Montero 1989; Haigh 1990; Lemlech 1999; Başar 1999; Levin and Nolan 2000; etc.) define that;

> Classroom management is the managing the classroom like an orchestra. It is the provision and continuation of necessary facilities, learning atmosphere and rules… It is to provide the minimization of the obstacles both the students and the teachers while working, using teaching time appropriately and the ensuring of student participation to the activities… It is the management of sources, people and time within the classroom… Classroom management is based on the belief that the control of learner behavior is the joint responsibility of the learner and the teacher.

If this is what classroom management is, (all these are impossible to be realized during the class hour) It can be benefited from the literature of Educational Administration Science especially meeting and time management for an effective classroom management. Even if it is not known whether all of them will contribute to classroom management making it a field of knowledge, it can be said that it will contribute for making it a science field. Within this basis, it can be claimed that, -of the classroom management concept- classroom as a connotation of education and management are an application and knowledge in the content of educational administration which is a sub-branch of educational science. However, due to problems in world within the base of knowledge, ambiguities related to which educational science sub-branch are an applicable field -leave aside whether they are disciplines or fields of science- and still persist in the studies and publications.

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On the other side, another reason of confusion in the world is because of the worry to be scientific, which may be regarded as right. However, problems that can be brought forth by the weaknesses in the understanding of disregarding the relation between science and accumulated knowledge are more important and dangerous. In fact, to have a claim of knowledge development for "the series of classroom activities" ,which can be interpreted as meeting and time management within the basis of scientific knowledge, may lead to more serious problem such as getting away from science.

The understanding which interprets class management as "classroom management" describes models, strategies (Belvel & Jordan 2002; Cangelosi 2004), approaches (Kameenui & Darch 1995), theories (Levin & Nolan 2000; Tauber 1999), methods (Ellis & Karr-Kidwell 1995; Richardson & Fallona 2001) techniques (Dreikurs, Gninwald & Pepper 1982) styles (Martin,Yin & Baldwin 1998). There are different classifications having different names but it can be accepted as the same in terms meaning. The example, classroom management models can be classified as

responsive, preventive, developmental and integrated (Brophy 1988; Harris 1991; Jacobsen and others 1992; Başar 1999; Tauber 1999; Levin and Nolan, 2000; Martin 2000; Wiseman and Hunt, 2001; Aksoy 2001; Menning. & Bucher 2002; Hardin 2003; Wolfang 2004)

> […] The responsive model is a kind of management that responses to an unwanted order result or behavior and it aims to the change this unwanted situation or behavior… The preventive model is based on planning, predicting future and preventing unwanted behavior or result before it emerges. Its purpose is to form a system and order which does not allow for classroom problems and thus it decreases need for the responsive model… The developmental model takes as its essence the realization of application which the students' physical, emotional and experimental levels require; and, it suggests the students' being prepared to it in terms of these aspects before practice… In integrated classroom management model, which combines all perceptions related to classroom management, priority is given to preventive classroom management, attention is paid to the individual as much as the group and in order to achieve the expected behavior, the causes of unwanted behavior are eliminated. Based on the thought that expected behavior can be realized in suitable settings, arranging the order is also important. Responsive management tools are utilized too, if there is not enough achievement despite all management efforts. Set of behaviors to be chosen during the process of these activities should comply with the developmental steps of the student. For this model, system model of the classroom management can be tried. There are   school, family, and friendship environment where leisure activities take place in the environmental factor of the model […]

On the other hand, another example, the theories of classroom management can be classified as learner-directed, collaborative and teacher-directed (Levin & Nolan 2000; Pitsoe 2007).

Table-1: *Theories of Classroom Management*

	Learner-directed Management	**Collaborative Management**	**Teacher-directed Management**
Responsibility	Learner	Shared	Teacher
Goal	community focus and self-direction	relationships, academic focus	academic focus
Relationships	caring personal relationships	respect for each other	noninterference with each other's rights
Provision of learner choice	freedom in wide latitude	freedom with defined options	limited freedom
In handling misbehavior	caring as an individual	caring as a member group	minimize disruption
Methods and techniques	individual conference, restitution, natural consequences etc.	coping skills, natural and logical consequences, group problem solving, anecdotal record keeping etc.	clear communication rewards and punishments, behavior contracting etc.
Individuality	extremely important	some important	minor importance
Teacher power	referent	expert legitimate	reward coercive

In the review of literature, it is understood that mixed with each other in all terms and that it is confused that what is theory, what is model, what is strategy etc. The most standing point in what classroom management is and the definition of the models,

theories, methods, strategies etc. applied by the teacher to manage the class is that the one who will do all these is the teacher of the class and his/her main function is to ensure students' learning. On the other hand, there seems exist a debate about how the teacher will be able to do all these, which seem unrelated to the main task of the teacher, in limited time and prescribed duties.

Generally final phrase of studies in the literature of traditional classroom management is that; "There are many ways to achieve successful classroom management. The ways the teacher manages the day-to-day operations of the classroom. There is only one style (approach, theory, strategy, technic and method) of classroom management which is effective; usually a combination of many different strategies, methods, models, theories etc. must be used to achieve an optimal classroom environment."

Apart from the "classroom management" view/understanding/theory that tightens the educational and administrative meaning of the concept "classroom", another view that also entails. Two basic perspectives of class management can be talked with this different perspective (its details will be given in the following parts). One of these is the "classroom management" (management of teaching-learning or lesson/course/lecture management) transferred from the confused literature with its meaning emphasized above and the other one is "Classroom Based Management", which is developed by the author in 2002, with its meaning emphasized below or "Management of Class Organization" or "Class Management".

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2- A New Horizon: Class Based Management or Class Management

Education is the process which the child's being made firstly an effective person; a qualified member of the society/nation and the world (or the universe) in which he/she lives. If the individual is neglected in this process, a nation which is unhappy and unable to create comes into being. On the other hand, attempts to make the individual a part of the global-universal structure before making him/her a member of the society seem to be futile. Globalizing without socializing makes the individual as poor as a sheep among the wolves and accelerates the elimination of the world. From this perspective it can be understood that education should also involve a social aspect, which is bypassed by learning. An anti-view imprisons education into learning and regards school as a factory that produces technical staff to the process of production, leading to an economic obsession. Economy is surely important too. However, harm that can be caused by a professional technical worker who does not have human characteristics cannot be compensated for.

As in all living things, in human beings there is a tendency to emphasize his/her existence and interests over everything else, which has to be changed through education. Thus, the human being cares about not only his/her interests but also of all the other living things together with whom/which he/she has set out billions of years ago and their living atmospheres in addition to his/her and other societies' interests and well-being and will feel happy to realize his duties for this sake.

As seen, education is social/ humane and this is what it should be. If it is so, the starting point of the society after the family is the class. Therefore children act as a small prototype of the society in their classes and through learning they get prepared for the society in which they are going to live. Things done in this preparatory stage will be determinant of the children themselves, the society and the universe. If they learn cooperation, solidarity, love and protection or if their class is such, they will indicate such behavior in the future, too. For instance, they will be a spouse who is not selfish or the preventer of global warming not be somebody who causes it.

The evolution of human being into a cooperative one has not been easy. Throughout history, human groups have used their production surplus in order to enlarge. In many of the cases, progress has been hampered by physical and social environment. However, some has been successful. Whether the environment is infertile or fairly fertile, some of the groups have improved increased and social units larger than a group has been observed. As Toynbee expresses, the challenge by the environment has brought forth an internal challenge this time and it has been understood that human being will be more sovereign on and benefit from it if a widespread cooperation can be achieved. Initially, the realization of this objective has only taken place in wide river valleys. More cooperation there has helped to open channels on the soil and make water usable by means of sets. This has been very useful and provided larger cooperation. Finally, a group similar to others, and which have all their qualities on itself has rigidified its position and therefore a civilization has come into being.

Cooperation, which is the vital component of organization and therefore civilization, has followed a trend from primitive to modern. Human beings come together within the context of a certain aim or aims as they did in the past. However, today the objective or set of objectives which lead human beings to come together implies a more complicated view. Whatever the shape and objective of cooperation are synonymous and civilization cannot exist without organization. Actually, the organization level of a society is dependent upon its quality level of civilization. In other words, the more organized a society is in itself, the more civilized it can be. Unorganized individuals are only a crowd. Every individual has to be organized in order to survive. An unorganized crowd indicates that the individuals are not in cooperation, which implies that such a society cannot realize any objective.

In order to settle what class management is related concepts explained above should be touched upon within the framework of cooperation. These concepts may give us an insight as to on which concept the classroom should be put down in order to be successful. The concept "organization" comes first within these.

2.1-Organization: Organization is the coordination of a group of people in order to realize a common and clear objective within a hierarchy of authority and responsibility by means of assigning duties and functions. For a group, society or head of people to be defined as an organization, it should have more than one person, common objectives, eagerness to contribute to the realization of the objective and a

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regulating mechanism. Without having a declaratory or regulating mechanism, a system can only work once or twice coincidentally. This makes it a primitive group, not an organization. It certainly needs a regulating mechanism in order fort he later affairs to be carried out without leaving them to occur coincidentally. A group of volunteering people acquires the status of an "organization" when it adopts systematic methods in order to arrange how it will work. An organization cannot show organized behavior aimed towards objectives spontaneously. For this, it needs an effort of management (regulating mechanism). Understanding this effort necessitates to define the concept "management".

2.2-Administration/Management: One another concept that has emerged with "organization" is "administration". Indeed, wherever there has been an organization, it is for sure to come across the act of governance. This is because the effort of a group of organized people for reaching certain targets necessitates coordination. This necessity emphasizes the fact that the concepts organization and governance are very much intertwined. According to this, if the concept "organization" is being talked about, "governance" should also be touched upon. The essence of administration is based on utilization of human and material resources effectively in order to realize a common objective. Administration is the sum of actions within an organization, which tries to make the organization conform to its objectives and coordinates available human and material resources for the objective.

As can be understood from the common of aspects the definitions of organization and administration/management, the various definitions of organization and administration show the relation among them. As the organization is formed within the context of realizing an objective, the coordination of all available resources carries a big importance. This important function belongs to management. Organization and administration cannot be separated from one another because one cannot be talked of without mentioning the other. But, if there should necessarily be a starting point, organization comes be fore management because management can only be thought of when there is an organization. There are numerous and various organizations in social life in order to meet the demands and carry on this function. This variety extends from law to economy, from family to health and security to entertainment. One of these organizations is education.

2.3- Educational Organization: The evolution of the phenomenon "education" into an organized one has required relatively long time when it is taken with the history of humanity. Cooperation took several forms as society's evolved and professional life called for specialization. It became mandatory that many skills and knowledge be taught by experts/ specialists. Family, street and workplace proved not to be able to transfer technologies and knowledge. As it could only be through education that everybody could acquire the skills, knowledge and valves required by citizen ship, the society which was getting more complicated postulated the organization of education. "Educational organization", whose details are expressed in view of the causes that led to its emergence, can be defined as a structure established in order to realize educational

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objectives of the society and consisting of the human and technology. This structure is shaped in very society according to economic, cultural and social features.

This shaping of the educational organization cannot be independent from the working of other organizations in that society. That other people to function in other fields are also brought up in educational organizations underlines the importance of education from the view of the society. This in turn explains why societies should pay so much attention and importance to education. This importance can also be said to be a reference to the fact that the society is organized as to reach to its objectives and managed according to this. The question as to how to process the human and material resources in education requires explaining the concept "educational management".

2.4- Educational Administration: Educational administration is the process of running, enhancing and carrying on the educational organization established in order to meet the society's educational needs. Educational administration is the implementation of determined policies and decisions by way of forming human and material resources so as to make educational institutions achieve their aims. Educational administration is the management of institutions that aim to enhance learning and teaching. Those institutions involve state schools, regional schools, general and private high schools, general and private universities and others.

As also can be understood from the definitions, the relation between organization and management can also be observed between education and management. That is to say educational administration and organization are so much interdependent. Moreover, working of educational organization according to its objectives needs to reach the members of the society. The effort of education to reach to all members of the society gets more concrete in the concept called "school". School organization is the most important component of educational organization. Educational organizations try to reach their aims through the practices and activities of the school organization.

2.5- School Organization: Educational organization consists of many sub-systems. However, one of the most effective sub-systems in its formation, evaluation of its activities and keeping its existence is school organization. A holistic educational system tries to realize its objectives through school organizations. School organization can be defined as consisting of students, teacher, other staff and equipment that come together in smaller units called classrooms. As in all organizations, school also needs a formation that will stimulate it according to its objectives and keep it alive. This formation is "school management"

2.6- School Management: Just as school is a sub-system in education system, school management is a sub-system of educational management. School management is in one sense the practice of educational administration in a limited area. School management implement predetermined policies and decisions by way of bringing together students, teachers other staff, equipment and material resources in order to reach its objectives.

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Societies have assigned the duty of transfer and improvement of culture to educational organizations in order to survive. Educational organization, which has assumed this duty, has in fact an obligation to form the school organization which is the most strategic component in the realization of its aim. The school which has assumed the role for the survival of the society has had to develop a management specific to itself and implement it, if educational administration is a specific field of management, it should have specific qualities of its own for instance, if educational administration is an area of specialization, it should certainly have differences from business and public management. In other words, if educational administration is being accepted as a science of management field, it has to make content and method adaptations as a process and field of activity specific to itself within the context of education-management and teaching-management, take into account the features of education. The specific qualities of educational institutions emphasize the necessity to pay attention to the educational atmosphere in the implementation of management model for other applications. Indeed, all organizations have some common qualities. However, the various qualities of schools restrict the validity of approaches by industrial, commercial and service organizations. Before these models can securely be applied to educational organizations, they should be subject to adaptation and assessment. An anti-view proposes that problems in other fields of management may differ due to settings and the problems may be principles by way of adaptation to given settings (such as a hospital, school or engineering firm) But this does not completely seem true, because being different will lead to differences in principles too. Therefore, school management will have specific qualities of its own.

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School is an original/ specific organization. It has assumed the role of providing the citizens with education through legal definitions and social approval. As the functions assigned to educational institutions are examined, the uniqueness of educational administration is obviously seen. It is obviously that the school management is unique because of objectives, methods and functions. This fact is valid for organized entities such as hospitals, local governments and businesses. Management of every institution is characterized by the objectives, methods and functions of that institution up to some extent.

School can be thought as a place where the educational organization meets the members of the society. However, it cannot be said that the meeting totally takes place here. The school is actually the place where the sub-frame of meeting is prepared. Actually, the place where to meet individuals whose pattern of behavior should be changed is "the class". Changing conditions, the number and quality of students, teaching methods and techniques, technological innovation and many other things have led to the collapse of the education concept based on school and insufficiency of school management or it seems to do so in the future. Here springs up the idea that the function of the managers should turn into a supervisor, which may be accepted as more political, and that their former function should be left to "Class Managers".

2.7-Class as an Organization: The sub-system of school is classes. Practically, the production place of education and teaching activities is the class. Namely, classes

are the sub-organizations where the objectives of education become more visible on children. They are in a position to support the human and material resources to enhance activities done together with the class. Here what is meant by the class refers naturally not to the place (or room). The classroom (or room) can be defined as a place where the people come together. In this view, every place being dependent on the content, students and teachers can be accepted as classrooms. The class has a meaning beyond this or it should be so. To index the concept "class" to "classroom" refers to an understanding in which many individuals are brought together due to poverty or lack of facilities in order to change their behavior. However, many researches that have been carried out have found out that teaching to a group is more effective than to one individual. In order to understand whether the class is an organization or not, common concepts (Katz & Kahn 1977) accepted as valid in all organizations should be looked into.

The first of these concepts is "objectives". Every organization has one or more objectives. If the class is an organization, it should have an objective. The objective of the class is to realize teaching and learning in the utmost level within the framework of the objectives of education. The objective of the class is the objective of education. The objective of education has been arranges through rules. Every class has to find its own specific meaning within these objectives. If we are to talk about a common objective for each class, it is the realization of necessary changes in the behavior of students so as to shape the future and the world through its structure which can be regarded as the prototype of society and teachers and class managers, who are the two important members of this structure. It is not true to put a standard to objectives of the class as it includes an emphasis on shaping future.

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However, there is still need to turn these objectives into principled ones. These principles for education have also been defined by laws. When these are scrutinized, they have a quality focusing on national-international society and the human being. The objective of education in any society/nation must have a profile which implies that it is an elite member of international society. Within the framework of these objectives and principles, every class is sieved through learning and teaching process from its own perspective. Classes have their own objectives in relation to the level of the abilities, age and qualities. To give an instance, the objective of a pre-school class is to make the student a good member of the society he/she lives in according to his/her age level and prepare him/her for the first class of primary education by implementing the program.

Another concept is the "members". Every organization has members to realize its objectives and the labor is shared among them. In view of the class, the members are the students and the teachers. The teacher carries out the teaching task and the students carry out the learning task as defined by the teacher and the subjects. Every student firstly does his/her duty to realize the change on himself/ herself the most effectively and then is responsible to change the behavior of other students in the class. This makes the class distinct as an organization in terms of division of labor. For example, while a doctor at a hospital can be replaced by another one, a student cannot be replaces with another one for the task of learning.

The next concept used to explain organizations is "technology". Every organization uses some tools and methods to reach its objectives. Technology is the usage of available knowledge and techniques and tools in order to produce goods and services. In other words, technology in organizations the sum of activities carried out by the organization to realize its objectives. The technology of the class organization is everything related to "learning and teaching". The strategy used by the student and the teacher to learn and to teach respectively methods, techniques, tools and material are a "included in the technology of the classroom.

"Environment" is the other related concept. Every organization has an environment from which it takes inputs and to which it gives outputs. The class also has an environment. From the view point of the classroom, environment is the school; local national and international society. Classes are affected by these environments and affect them. The importance of this interaction is hidden in the connection which is to be between the society and education.

That the class should be viewed as an organization has some basis as explained above. On the other hand, one another concept that helps to distinguish organizations from crowd or primitive groupings is "regulating mechanism (management)". These assume the quality of an organization when there is a regulating mechanism leading their activities. Even in an understanding in which the classroom management of students during the 40-45 minutes class hour (in the literature of traditional classroom management) the teacher regulates the things in classroom. These regulations are done differently for each course/lesson/lecture/learning/teaching. However, is it possible to view as satisfying regulations, because of these regulations isn't done for all the class? Through viewing the classroom as an organization, the regulations made for all the courses subject are collected in "class manage/r/ment" and therefore a regulating mechanism of class can be established and run.

According to this, even if some students are unwilling to come to school or the class, the classes which are a formal part of the school are also formal. That is to say, whether the cause of formation is dependent on a compelling or volunteering cause, the class is also an organization like any other unity that has come together to realize the same goal and that may rearrange itself according to results. 'The Hababam Class"[1] and "The White Shadow"[2] may be given as an example to such organizations. Their organization of these classes according to target attracts attention. These masterpieces are watched/read by old and young generations many times with amazement because of the commonness of memories, the cause for this commonness being the tendency of the students for organization. This tendency exists even if it is dragged towards egoism on

[1] 'The Hababam Class" is a novel by Rıfat Ilgaz in the Turkish Literature and it transferred to the cinema. Hababam Class is that it teaches us moral lessons concerning growing up and taking responsibility for our prerequisite actions. It makes us fall in love with the characters and relate to them, to the teacher Mahmut the bald, which tries so hard to help every pupil he teaches.

[2] "The White Shadow" was produced by Bruce Paltrow for MTM Enterprises as a television series in the USA. The coach who is sports teacher the class hired to whip some "hard-nosed back-breakers" into a cohesive team, also to steer them in the right direction in life after high school

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account of human interference (parents, manager, teacher etc.) The manager or such people of authority who are fearful and panicked because of a few students gathering in the garden are the first extinguishers of the tendency to skip classes on a certain day or for only one class hour.

Class organization can be defined as a structure consisting of teacher, student and other tools of which have come together within the context of the educational purposes of the class. Every student, teacher, school manager, classroom manager and environment is distinguished from others. Therefore, it does not seem true to give them mechanic names (such as 6/C or 7/B). Every of them should have a name that reflects its qualities and parallel to its distinctness. If the class wants, it should be able to give itself a name and change via the same way, as Hababam did. This will give an identity to the class and will facilitate and solidify their organization and will make a contribution to make them more conscious.

Like every organization, the class needs a management that will make the class behaves according to its goals. This is 'class management'.

2.8- Classroom Management: Just as the classroom is a subsystem in a school system, class management is so in school management system. The class is an organizational platform where the teacher comes face to face with the students. Changing student behaviors which is the target of education, take place here. The quality of educational administration is largely dependent upon the quality of class management. Looking at the definitions which regard the class in a traditional literature, it can be said that the meaning of class management is restricted. Actually, as can also be understood from the concepts, to perceive the class as a heap of people that have come together coincidentally or for only 40 minutes does not seem to be a reasonable attitude. On the other hand, in a class whether it is natural or artificial there are many groups that last for a long time. To explain the classroom through the concept 'organization' may be a more reasonable attitude, because a group actually exists in organization either as a variable or dimension. Moreover, to perceive class management as the management of a 40-45 minute meeting may lead to bad results because only when the class is perceived together with its past, present and future by the classroom manager, a fruitful educational atmosphere can be created.

Having a traditional perspective of the class may lead to obstacles in explaining and understanding it. Therefore, the literature needs a new definition which includes the available meaning of class management but at the same time which emphasizes that the class is also an organization. According to this, class management can be defined as the process of managing the structure consisting of a teacher, students, classroom, curriculum and other similar items which have come together or are brought together. Such a definition may give a chance to assess the class with all its aspects.

2.9-Classroom Manager: The traditional approach to the class management renames the teacher as a "classroom manager". According to this point of view, the work done is the same but a difference arises from the fact that teaching activity from

now on has an administrative content. The teacher is the person who manages teaching activity. In the approach which has a traditional view (not an organization) of the class, it seems normal that the teacher has the name "classroom manager". However, if the work to be done is the same, then what is the meaning of changing the name? Whereas, management is possible in an atmosphere of an organization, saying that reducing the class to a teaching activity and managing it is only teaching some things to a group of people according to Hababam-The White Shadow approach. According to the newer concept the researcher is trying to develop (organizational view to the class), a teacher is always a teacher. However, the classroom manager is the person who has been assigned the duty to manage the class in which there are also teachers. The Hababam metaphor in fact consists of Mahmut Teacher. The White Shadow metaphor in fact consists of Ken Teacher (Coach). All the duty of Mahmut Teacher is Hababam class as if there were no other classes. However, Mahmut Teacher or Ken Teacher is a coincidence for the class, because the class might not have had such a careful teacher or the teacher might not have had available time, or the school manager might not have allowed him to care his students as much as this or the parents might have wanted him to teach only his own subject (the history, the sport etc.) We should not up bring Mahmut and Ken Teachers by chance. Because The class manager is not a teacher, he/should be equipped with different professional the knowledge, which is the science or discipline of class management which will flourish or has flourish or will be flourished under the roof of educational administration.

The class manager should be assigned the duty to maximize his achievement within the framework of the activities involved in the educational programme and should be equipped with the authority to use the resources of the school and other institutions. To make and implement decisions elated to management he should have relative liberty in his/he environment and class. The class manager should directly be responsible towards the school manager but should not be limited with the manager. Bureaucratic relations should be minimized. This kind of a class manager will enter in a lively work atmosphere and achieve in classes he/she educates and manages by taking power from his/her legal competencies and resources.

As to what the author says, in order to be able to become a class manager, a candidate should be educated as a teacher in any field and then worked as a teacher for at least one year. Then, he/she should attend a master's programme in Class Management, which is suggested to be opened, being dependent upon Educational administration. However, another suggestion may be made as to open a programme in educational faculties in order that only these specialists would be brought up. Then, they should task as the class manager.

2.10-Student as the person who carries out the learning task: One of the most important human variables of the class indexed to the concept "organization" is the student. The student on whom the changes are to be made and who is not asked whether he/she wants these changes and despite this who is told to take active role in this process, is to undertake a different name and function together with the interpretation of the class as an organization. This is being the worker, raw material and the output of the

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class. According to this every student will be the works of opening the doors of his/her own learning patterns to the teacher and fellows. Such a change or transformation leads to a responsibility to take into consideration every worker in both the objectives of education and the class because every child serves the objectives of a society just like a bee takes honey to the hive. If a bee is lacking, the meaning it will add to the honey will be lacking and no other bee will be able to replace him. In other words, the honey will never be complete without that bee. According to this every student is special/distinguished. When he/she takes place in society with this specify, the society becomes a whole. If it is taken into consideration that every of these students is an Edison or Einstein and ıf a society is imagined without then the society would not be whole and how and where would the civilization be? The only way every student can learn in cooperation and solidarity passes firstly from his/her learning process. Later, he/she should help others to learn because if he/she does not learn, the society will not be whole. Education is in fact the process in which the bee gathers nectar. Therefore, in order to ensure a qualified honey, it is the duty of the class manager to ensure that the students learn. Gathering the nectar should not be left to chance. Moreover, honey should not be produced in a short time by way of giving sugar to the bees because that honey will be lack of quality. A management system should be established in education to settle who will give sugar and, how and why they will do this. Otherwise, future, children and students will fade like soap bubbles.

If this is achieved, a mass of workers (students) will be met whose objectives and their organization's objectives overlap. Therefore, they will be more successful. What comes into mind in this case is the difference the student will perceive related to his work and learning level because it will be mistaken to think that a preschool student and university student will have the same levels of duty fulfillment. Here "the family" factor is included in the discussion. The family is the chief assistant and supporter of the child until he/she comes to a revel in which he/she can assume responsibility. This fact actually has a different meaning in terms of how and why the families should cooperate with class organizations and managers.

Today, students accepted as the essential an input and output of educational organizations and management is alone in their class. Their ownerless began in the pre-school because of the application in which the field teachers has taught even in pre-school emphasizes this fact. If we assess the matter hierarchically, the teachers are responsible to the school manager, the school manager is responsible to the city management, and the city managers are responsible to the ministry. However, who is responsible to the students is not clear. Evaluating what has happened so far, it can be said that a teacher, school manager, the city manager or a minister does not take as much responsibility as the student or his/her family.

Within the context of Ministry of Education studies in order to prevent violence, the incidents are sent to the ministry through the case analysis form. In this framework, 2574 incidents took place in 5 months. 47 of these events included shooting and cutters or penetrators. 9 of these events resulted in death. If we examine what has been done in order to prevent this, the national and local precautions are thus: The famous gave a

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message encouraging loving one another by video; police and security were involved at school; securities out of students were formed and TV broadcasts had similar messages. All these may be debated as to whether they are solutions or not. These solutions may be the seeds of worse problems as in some places where loneliness, recklessness and disinterest turn into a mainstream culture. Actually, efforts that focus on the super-structures rather than sub-structures (such as forming security or sending police to the school) do not seem feasible within the context of modern educational theories. The incident where a student was stabbed and where there were two policemen is good evidence to the fact that these solutions are not only restricted to violence but also they have various types of problems such as drugs, sexual abuse and failure.

Some striking newspaper headlines are thus: […] We come last in the OECD in terms of education… Young people from Sivas are undergoing depression… The high-scholars are suffering from school gangs… The high school girl was caught while she was throwing away her baby she brought forth from an illegal relation…Who is this marvelous inventor (a student who has invented a tool of torture)? A teacher was sacked because of having sex with a student… The student service and the bus crashed one another… My teacher, can you give me the knife of my son? Disgusting attack to Atatürk's picture on the board… Porn trap to high school girls… Erotic stories in primary school books… The thinner abusers attacked the school… Electricity crisis at schools…. A student attacked an associate manager who took his mobile phone […]

Even though it is not the only solution, if the school is regarded as an organization, more permanent and stable resolutions can be made for the news content listed above, absenteeism, suicide, failure, sexual abuse, recklessness and etc. which still exist despite all precautions and which can be seen as the output of a perspective which views education as only teaching.

The organizational perspective of the class seem to be promising in that it will make the whole class responsible in this kind of cases. Moreover, this perspective will provide many other advantages in terms of the form the classes can take due to the developments in computers and the internet. If the actual feelings of loneliness can be eliminated in the individual, national and universal pot of education on the virtual classes, only then will it find a meaning. No matter from which place the connection is made, or no matter where learning takes place the support of a class manager will shape this meaning.

2.11- The teacher as the person who carries out the teaching task: It would not be wrong to maintain and accept that the teaching profession has got away from education, which was its basic function. We should be aware of the reality which becomes more concrete with the expression "Where are those old teachers?" The purpose of teaching and learning according to conditions and experiences has changed and activities which were previously done in order to "live nicely together" have turned into ones done in order to "live nicely alone". If it is thus, the fact that the teacher also has adopted the second view should not be blamed. When the teacher is also like this, it is inevitable that the snow flake turn into an avalanche. Even though there seems to be

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no problem for those who regard this consequence as positive, we should accept that there is a kind of landscape in which there are major problems such as "global warming", "wars", "poverty", "ills" and "accidents". How to get out of this turbulence seem to be a serious problem. Indubitably, this problem can be overcome through the cooperation and care of all related people. Education and its most important variable which is the teacher are the first steps of forming this cooperation. On the other hand, developments in information and technology bring about results with which the teacher cannot cope. If we are to give examples from Hababam, leave Mahmut Teacher's managing that class, it is undebatable that he even does not have any power to teach the class. The subjects are getting more and faster detailed and the student- through various means- acquires the details of any knowledge more than he/she does in the traditional class. As a result of specialization, there is almost a need for teacher on every sub-branch of subject (such as sub-branches of history). There should be separate specialists for Islamic history, Turkish History, European History, Stone Age and etc. In other words, every sub-field will have their own teachers. Or, learning will get away from its formal structure and will lean to an informal setting. This is actually what we experience on the internet. Because of all these, it seems more rightful to name today's (and also tomorrow's teacher because neither will have an implication of education) teacher as only somebody who teaches. Because the teacher emphasizes that his/her only job is to teach by saying that the students' lives do not interest him/her or he/she has a life of his/her own. Maybe he/she is right in saying these. This kind of a teacher cannot be a class manager. Even, he/she cannot be a teacher as Mahmut Teacher or Ken teacher. This difficulty holds the view that the teacher should remain as the teacher both in name and function. His/her duty is to realize management of the teaching and learning activity within the framework of goals, curriculum, setting and facilities that have been determined. For this, he/she should again be competent in field knowledge, teaching skills. He/she is responsible for management of teaching-learning (or lesson/lecture/course management) as a worker or person who is a part of the class organization.

3. The Knowledge base of Classroom Management and Class Based Management

Man's attempt to know into knowledge has taken a long time. Although there have been different classifications, in essence it is possible to suggest that at first 'everyday knowledge' then 'philosophical knowledge' and finally 'scientific knowledge' has been formed. Though they follow such a hierarchical order, it should be noted that these three types of information are matters of our life. Despite the superiority of scientific knowledge to the other information classifications, it can result in objectionable consequences to argue that one of them doesn't exist or shouldn't exist. On the other hand it shouldn't be forgotten that everyday knowledge and philosophical knowledge are the source of scientific knowledge. Scientific knowledge is methodical, objective, general, accurate and insightful. It is objective, because it means the same thing for everyone, doesn't change from person to person. It is general, because it is applied not just too specific events but also a group of events, for example falling law is applied to all falling events. It is accurate, because without scientific contradiction, the

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contrast can't be asserted, for example no one can say that a stone stands in the air without falling down. It is insightful, because it predicts events, for example when a stone left in the air will fall down absolutely. It is a question needing serious argument how much these properties of scientific knowledge are or can be in the developing knowledge areas of '' Class Management or Class Based Management'' and ''Classroom Management''. When we take into account that the dimensions of the aforesaid question range from 'is scientific knowledge accurate and true?' to 'is social sciences a Science?' , from ' is education a science? 'to 'is educational administration a science?' the situation gets more complicated.

The philosophy created the nature and social sciences, and then these sciences grew and became varied and out of them new sub-sciences aroused. Examining the phenomenon, event, object or anything studied on Science with all aspects is the process of presenting the relationship between the topics and explaining the reasons and forecasting the future according to this knowledge produced in two steps. Taking the needed conditions for a group of events to be 'science' as standards, we can talk on the 'being science' of class management. At first a field of occupation claimed to be a science must not be working on the topic, object and phenomenon of another sciences. The sciences with which Class Management can be in a close relationship are education and management, as mentioned in the first part. Then 'the thing' of Class Management is mostly to be confused with 'the thing' of these areas. In general meaning, didactics examines, explains and predicts the 'changing a person's behavior keyed to the person, community and universe'. Management as a science examines, explains and predicts 'directing the contributions of two people coming together with the aim of making an aim real to the aim'. Management of education (as a branch of education science) examines, explains and predicts 'directing the contributions of at least two people coming together with the aim of making an aim real to the aim in the area of education'. If you can see, three of them are related to both each other and to other sciences but are different both from each other and from the others. As emphasized previously there is a high possibility for 'the thing' of 'Class Management' to be the same with 'the thing' of educational administration and its sub-branches . And so in the base of 'things' differentiation in this field, the Class Management is in the management of closest school but doesn't have the same thing. Because management of school examines, explains and forecasts 'directing the contributions of people coming together with the aim of making the aim of school real to the aim'. But the topic 'thing' of Class Management is examining explaining and predicting 'directing the contributions of students and teachers to the aim'. On the other hand, the topic of '' Lesson/Course/Lecture Management'' or '' Management of Teaching and Learning" – previous name: '' Classroom Management''- is examining, explaining and predicting '' directing the contribution of the teachers and students coming together with the aim of ''Teaching and Learning'' or ''Lesson/Course/ Lecture ''. As you can see, the sub-sciences called '' Class Management'' and "Lesson/Course/Lecture Management" or "Management of Teaching and Learning" are different from each other, other sciences and other sub-sciences in terms of these topics . And they can canalize their own topics.

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''Lesson/Course/Lecture Management'' or ''Management of Teaching and Learning'' – previous name: '' Classroom Management'': These sub-sciences will need speculative structuring not to experience the same destiny about the 'to be able to be science' of education, management, education and management out of which they come/can come. The books that the writer wrote in Turkish 'Class Organization Management' in 2002 and 'Class Based Management' in 2008 actually aimed to have qualification of 'beginning'. But the fact that these are not in English resulted in that they don't have any effect on the creation of 'Class Management' literature. It should be known that it is clear that the main problem for Class Management's being a science is the concept of 'Classroom Management' its own aside from the problems faced in the application process. All literature derives from this concept (Classroom Management) and no one wants their Works in bin. But when the Figüre-1 is examined it is seen that nothing produced in literature is wasted and they are grounded on a corporate ground by classifying properly. In as much as, the ground is named as 'Classroom Management' instead of 'Class Management- which is the right one- ' and so it doesn't have a strong feature and becomes a field about which anyone can talk. Until now, all Works that doesn't regard the class as an organ will be categorized under the science of ''Lesson/Course/Lecture Management'' or '' Management of Teaching and Learning'' – previous name: '' Classroom Management''.

Every science uses scientific method to gather information/knowledge, with this knowledge it reaches to the theories, its findings are used to make predictions about future, it gives knowledge which can be carried into practice and each science has to make researches always about its topic. If you pay attention, the features that make something a science but out of 'original subject area' need people to give more effort. For example, if it is shown interest in "Class Management" and "Lesson/Course/Lecture Management" or "Management of Teaching and Learning", there can be researches, scientific method can be used or science branches can be opened in the institutions. On the other hand, only when the function of 'predicting' which is the most important feature to emphasize starting with the description of the science used the knowledge produced by the aspect of Class Management, 'the getting science process' of Class Management can gain speed. One of its biggest obstacles is the institutions or people that direct the political parties or social life, as the social sciences experience. If they don't think the scientific knowledge which are developed in their practices as basic and try to direct the life with everyday knowledge or philosophical (religious, ideological etc.) knowledge, Class Management falls behind in getting scientific. Not to forget that the laws of social sciences must be the laws which regulates the relationships between individuals, communities and people. That's to say, if the parliaments or those concerned create the laws from the knowledge of social sciences, social sciences will also have laws like physical sciences. In contrast, the knowledge generated by social sciences will change swiftly; it may get old relatively in time and assertions about it not being a science will be right. This is also true for Class Management. If the knowledge generated by Class Management and Classroom Management arise as 'law', their implementations convert into science. Can Class Management have 'laws'? Just like ' falling law ' in physic , for example the statement ' each class needs its own rules' is a

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law. Wherever you go, this is valid for each class. Just like that every object which is left in the air falls down.
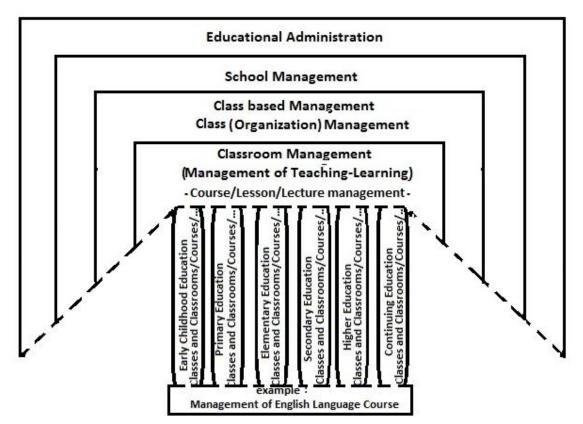

Figure-1: *The sub-disciplines of educational administration and class/room management*

When education and management sciences- as social sciences – combine, 'school management(SM)' arises, out of SM Class Management (CM) arises and out of CM, Lesson/course/lecture Management or Classroom Management –sub science- arises. And it is important to notice this fact. In fact the situation is not like that and as you can understand from the Word analyze and literature, aside from Educational Administration and School Management fields, Lesson/Course/Lecture Management or Classroom Management fields aroused before Class Management. When you look at Figure 1, it is understood that this occurrence is early. It must be because of this that Classroom Management doesn't have a basis on any knowledge and it almost turned into a fields which every sub-branch of didactics embraces but in fact this fields has no owner.

A detailed mapping of Class Management for the future can contribute it about gaining a wide horizon. In the basis of interaction between Class Management and educational sciences, social and natural sciences, the field of Lesson/Course/Lecture Management or Classroom Management feed with the knowledge generated by other branches of educational sciences. This nutrition will led another sub-branches (like in the Figure 1 "Management of English Language Course" etc.) to arise in the base of education levels (early childhood education, elementary school, secondary school etc.).

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But it shouldn't be forgotten that a head science field is Class Management and respectively all of them must be in the main area of Educational Administration. Since the name given to something explains what it is and science is simple, the names of sciences explain what they are. In this regard the names of Class Management and Classroom Management don't make us argue about their field of science.

4-The Practice of Class Based Management

The organizational view to the classroom will also lead to a change in its place within the school. It is true that the school management has difficulty controlling what takes place in the classroom. Moreover, a school management which does not rely upon its staff is debatable. Because of this, as new class management horizon requires, it is possible to identify the place of the class within the basis of other components of the school on which the school management has a power.

Expressing "as an organization" the place of the class within the school forms the basis of new class management horizon. This organization has got members or workers and a management. In the new class management horizon, class management is not equal to the management of a 40-45 minute class hour. However, educational standardization that has recently been done is in conflict with this perspective. It is thought that quality can be increased by reducing the number of students per teacher. Nevertheless, if there are x number of (x: the number of different subjects to be taught to the student) teachers, we still cannot guarantee that the student's education will be perfect. Even if what it will mean for social, national and universal life, the student may be taught well. "May" is used because even the problem related to the student's combining knowledge coming from different teachers may not allow this. However, according to the type of the class and the school, class consisting of 10-30 students and their unity under the control of a class manager may the first step towards quality. Approximate results have been achieved in terms of the number of students per teacher. According to this, even though it needs not be so bad in terms of classic quality, it is not so in practice.

When Figure 2 is examined, the school management, either the school manager or the associate manager participates to the "Advisory Board of Class Management" in addition to other duties related to school. This participation function provides easy supervision for the school management and it contributes to class management acknowledging about problems to school management. The class management is within the school and it is not independent of the school. Other members of the board are all the teachers at school/or their representatives, psychological counselors of the school/ or their representatives, and the union or association members of the school/or their representatives. In the model, it is suggested that psychological counseling service should be founded instead of guidance service because-according to what the author believes, just as the school manager cannot cope with the whole school in the basis of students, the guide teacher cannot also cope with every student. Practically, everybody will talk about the futility of guidance services at schools. Whatever the cause is, whether the education system is suitable for this or not or there is insufficient staff,

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whether they cannot get on well and they even do not know how to name themselves, it is a disappointing situation but the case. An interesting probable statistical finding related to a teacher who approves this in an internet forum entitled "What do counseling teachers do?" […] Nowadays, friends graduated from Psychological Counseling and Guidance defends themselves. But, if a survey is done, I am sure 99 % of teachers will agree with the view that these teachers do not work […] Here is an explanation by Ç.C who is a teacher in Hüseyin Temizel Primary School […] His child has become a thinner abuse. The teacher says this to the parent. The parent is unaware of his child. He says 'I was sometimes sending him to the entrance of the highway to sell tissues but… There is only one guide teacher in a school of three thousand students […]. In the model, as class managers will also carry out the task of the guide teacher within the basis of the class, the duty of the guide teachers will be to deal with problematic students upon the reference of the class managers to the case. Because of this, it may be true to change their names as "Psychological Counseling Service of the School". Moreover, at the base of the experiences the author underwent who was once a guide teacher may be there is a start for a return to his actual job.
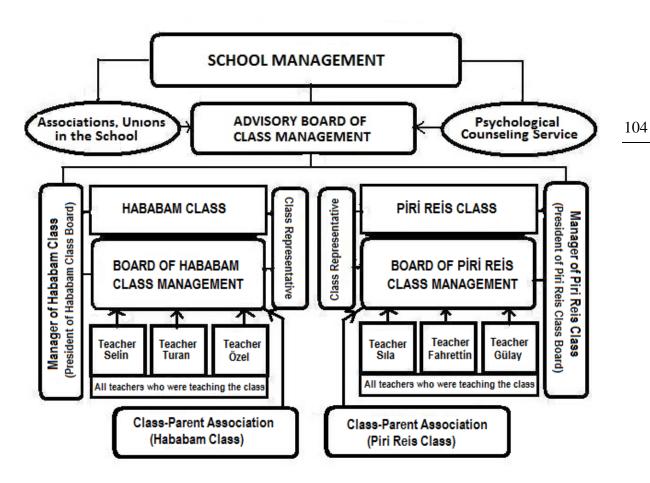
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Figure-2: *The Model of Class Based Management in a School*

All the teachers teaching any class at school are also the members of "The Board of Class Based Management" which will be established for all classes. According to

this, if a teacher teaches more than one class, then he/she is the member of the management board of all those classes. Every class has a "Class Manager" (Who/How he/she is has been explained and can be further explained in many other aspects) delegated by the school management or by the students of that class. This manager is accepted as the manager of the "The Board of Class Management". However, there is a need for a person who directly carries the problems of the class the "The Board of Class Management" and informs the board about how the progress is. This person is a student elected by the students in the class and he/she is called "Class Representative". When we consider the age levels of the students in classes from preschool education up to university, it can be said that the number of these representatives increase as age level go down. On the other hand, whatever the age level of these representatives are, there is a need for "Classroom and Family Union" which works in coordination with the Board of Class Based Management, science families are important for both the students and education. School and family unions cannot reflect all families because they have a generalizing stance. Therefore, it may be more functional if there is a coordination of classes and they contribute to "The Board of Class Based Management".

All these formations which have been touched upon in Figure 1 have been arranged in order to ensure that the class organization works effectively. The only manager of class organization is 'Class Manager'. Therefore, mentioned institutions and formations do not have a direct effect on class management. However, when we take into consideration that the classroom is located within the school, all the classes should conform to the rules of the school, which is the overarching structure, in order to be able to keep their existence as organizational beings. Moreover, as for monitoring/inspection/supervision/auditing, the teachers are advised to apply a two stage model. According to this, the teachers will firstly be monitored by class managers and then by the school managers. As for external monitoring, an inspector, chosen by the "Committee of Monitoring for City and Township" which will be founded in cities and townships. Firstly, the school manager will carry out this task and then will come the inspector assigned by the "Committee of Monitoring for City and Township"; and external monitoring will be carried out by an inspector assigned by the "Central Monitoring Committee of the Ministry" by applying this two stage model.

This model suggested within the framework of the new horizon which is being tried to be adopted in class management is prone to changes. New things may be added or something may be taken out according to the location of the school, the aspects of students and the opportunities. The important thing is to view the class as an organization and to shape classroom management within this context and to delve into new knowledge and practices by setting out from the literature related to organization and management. This is not an easy task, because organizational approach requires changes in the ministry of education, city township administrations, organizational structure of the school today, and all the factors related to education. For instance, when the time spared for the class manager and the class considered, it is clear that there should even be a change in the starting and finishing hours for the class.

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The difficulty of training so many educationalists is overt. However, classes will be wasted up until the time they have been trained. Because of this, what the author proposes is that the people who have teaching degrees but do not have a job or teachers who do not have many classes at school can be   subject to an in-service education programme after the programme they can work as temporary(assignee) class manager. However, their training programme should include management, education, educational administration generally; classroom management particularly. The first places to carry out this job for the participants should be classes. For instance, a preschool teacher can work at pre-school classes just as a primary school teacher can work at a primary school classes.

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Sınıf Yönetimini Yeniden Düşünmek:
Yeni bir perspektif, yeni bir ufuk

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Genişletilmiş Özet

Problem*:* Sınıf yönetimi alanyazını gerek dünyada gerekse Türkiye itibariyle incelendiğinde, üretilen bilgilerin, yapılan çalışmaların hep aynı anlayışı yansıtan nitelik gösterdiği anlaşılmaktadır. Bu çalışmanın amacı, geleneksel sınıf yönetimi (anlayışlı) alanyazınındaki "sınıf yönetimi" kavramının analizini yaparak yeni bir perspektif ve yeni bir ufuk önerisinde bulunmak ve bu perspektif ile ufuğun bilgi ve uygulama alanını tanımlamaktır.

Yöntem: Bu çalışmada veri toplama, işleme ve analiz sürecinde nitel bir yol izlenmiştir. Bunun için öncelikle "sınıf yönetimi" kelime grubunun İngilizce ve Türkçe sözlükteki anlamları bulunmuş sonra doğru bir isimlendirme yapılıp yapılmadığı anlaşılmaya çalışılmıştır. Daha sonra "sınıf yönetimi" kavramının bilimsel analizine girişilmiş ve bilimin özellikleri bağlamında ne olup ne olmadığı anlaşılmaya çalışılmıştır. Elde edilen bilgilerden yola çıkarak "sınıf yönetimi" yeniden tanımlanmış ve alana bilgi ve uygulama temeli oluşturulmaya çalışılmıştır.

Bulgular*:* "Sınıf Yönetimi"nin İngilizce'deki karşılığı "Classroom Management"dir. Kelimelerin Türkçe karşılık analizi yapıldığında 'Class', Sınıf; 'Room', Oda ve 'Management', Yönetim'dir. Bütün olarak ve kabaca çevrildiğinde "Sınıf Odasının Yönetimi"dir. Daha nitelikli bir çeviri yapmak gerekirse "Derslik Yönetimi" alanyazında var olan anlayışa bakılarak uygun Türkçe karşılık bulmak gerekirse "Öğretme ve Öğrenmenin Yönetimi veya Ders Yönetimi" gibi durmaktadır. Alanyazın incelendiğinde, eğitbilimin her dalının bu alanı sahiplendiği anlaşılmaktadır. Oysa, "ders/lik yönetimi" kavramının; "ders/lik" kısmı "eğitim" kavramının çağrıştırıcısı; "yönetim" kısmı ise "yönetim" kavramının çağrıştırıcısı olmak itibariyle eğitbilimin bir alt dalı olan "eğitim yönetimi" kapsamında değerlendirilmesi ortadadır. Özellikle bilimde, isimlendirme öylesine olmamalıdır, zira isimlendirmenin mantığı az şeyle çok şeyi anlatmaktır.

Böyle bir sonuç bilgi temelinden mahrum sınıf yönetimi kavramının bir bilimsel zemine oturmasına da katkı sunabilir. O, temel de "Eğitim Yönetimi" dir. Ancak bir kopukluk söz konusudur, öncelikle "sınıf" kavramının "ders/lik" olarak yorumlanması temelinde "ders yönetimi" kavramı vakitsiz doğmuştur. Bunun için once "sınıf" kavramının

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derslik değil de bir "örgüt" olarak yorumlanması gerekmektedir. O zaman ilgili bilimlerin sıralanışı; Eğitim Yönetimi, Okul Yönetimi, "Sınıf Örgütünün Yönetimi veya Sınıfa Dayalı Yönetim" ve "Ders Yönetimi" şeklinde olacaktır ya da olmalıdır.

Sınıfa Dayalı Yönetim ya da Sınıf Yönetimi (ki buradaki sınıf örgüttür) bir öğretmenin yaptığı işle karıştırılmadan okullardaki sınıflarda yürütülebilir. Zira öğretmenin adı 'öğretmen'dir, 'sınıf yöneticisi' değildir. Öğretmen dersini verip ya da kılavuzlayıp bitirmektedir. Öğrenciler ile eğitsel anlamda etkileşimde bulunacak ve onları yönetecek bir organa ihtiyaç olduğu açıktır. Bu da bu görev için yetiştiril/ecek/miş "Sınıf Yöneticisi" olmalıdır.

Sonuç ve Öneriler: "Sınıf Örgütünün (class) Yönetimi" ve "Ders/lik (classroom) Yönetimi" veya "Öğrenme-öğretmenin Yönetimi" adlı alt dallar, içinden doğdukları/doğacakları bilimler olarak eğitim, yönetim ve eğitim yönetiminin "bilimleşebilmek" sorunsalı konusunda aynı kaderi yaşamamak için kurgusal bir yapılanmaya gereksinim duyacaktır. Yazarın 2002 yılında yazdığı "Sınıf Örgütünün Yönetimi" ve 2008'de yazdığı "Sınıfa Dayalı Yönetim" adlı eserler aslında 'bir başlangıç' niteliği taşımayı hedeflemiştir. Ancak bu eserlerin özellikle İngilizce dilinde yayınlanmamış olmaları "Sınıf Örgütünün (class) Yönetimi" alanyazınının oluşmasında etkilerinin olmaması sonucunu doğurmuştur. Bu makale, gecikmeli de olsa bu eksikliği giderme çabasının bir ürünü olarak değerlendirilebilir. Ancak bilinmelidir ki "Sınıf Örgütünün (class) Yönetimi" nin bilim olmasında, uygulama düzeyinde karşılaşılacak sorunlar bir yana asıl problemin var olan "Ders/lik (classroom) Yönetimi" anlayışından kaynaklanacağı/kaynaklandığı açıktır. Öyle ki bütün literatür bu anlayıştan (Ders/lik (classroom) Yönetimi) oluşmaktadır ve kimse yazdıklarının çöpe gitmesini istemeyecektir. Ancak anlaşılmalıdır ki, "Ders/lik (classroom) Yönetimi" zaten "Sınıf Örgütünün Yönetimi"nin bir alt dalı olduğundan (çünkü ders ya da derslik sınıf örgütünün bir aracı ya da faaliyetinden başka birşey değildir) literatürde üretilmiş hiç bir ürün boşa gitmeyecek ve bilimin doğasına uygun bir şekilde sınıflanarak kuramsal bir zemine oturtulabilir. "Ders/lik (classroom) Yönetimi" isimli bilim alanı, başta "Sınıf Yönetimi (buradaki sınıf örgüttür)" alanından olmak üzere sonra okul yönetimi, eğitim yönetimi ve eğitbilimin diğer dalları ile sosyal ve fen bilimlerinden yararlanabilir. Sınıf Yönetimi bilgi alanı özellikle bu alanda yetiştirilecek kimselerin sınıflara yönetici olarak atanmasıyla bir uygulama alanı niteliği de kazanabilir.

Anahtar Kelimeler: Sınıf örgütü, Sınıf örgütünün yönetimi, Sınıf yönetimi, Öğretme-öğrenmenin yönetimi, Ders yönetimi

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