The meaning teachers assign to the concept of "student’s safety" is varied and predetermines multiple ways to take action. We ascertain that, in order to ensure emotional, social and existential comfort for students they work with, teachers are conditioned to engage diverse sources which, to a great extent, they do not directly coordinate or are not in their power.

Methods

The survey questionnaire is the fundamental method used in the research. The questions are open and allow the teacher to provide answers involving their professional experience, as well as the result of personalized reflection they performed in relation to the specific provisions of the training management, each teacher receiving at least one initial training session in this field.

Results

The meaning teachers assign to the concept of “student’s safety” is varied and predetermines multiple ways to take action. We ascertain that, in order to ensure emotional, social and existential comfort for students they work with, teachers are conditioned to engage diverse sources which, to a great extent, they do not directly coordinate or are not in their power.

Conclusion

There is a tension that can be easily identified in school environment, between pupil’s autonomy that teachers allow in the learning act and managing a learning programme that allows pupil self-management exclusively within predetermined frames. Satisfying the students’ need to succeed is combined in an interesting manner with procedures applied by teachers to allow their students to be active.

References

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