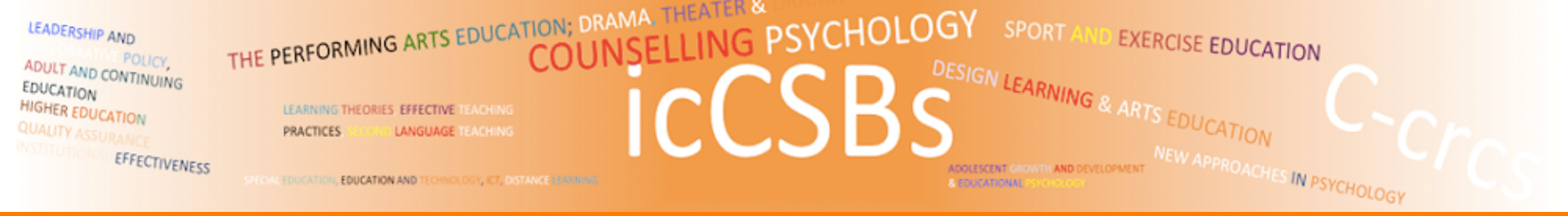


# Consensus and Tendencies in Learning Approach Management

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# Introduction

- 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.

# Methodology

- 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

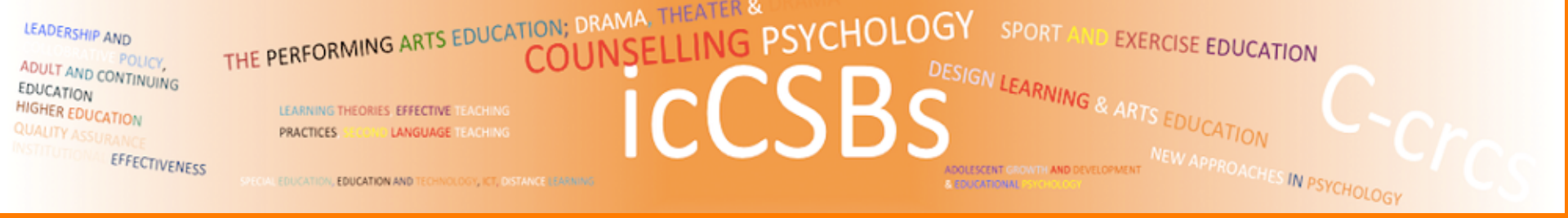
- The meaning teachers assign to the concept of "student's safety" is varied and predetermines multiple ways to take action. We ascertain that, in order to ensure emotional, social and existential comfort for students they work with, teachers are conditioned to engage diverse sources which, to a great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

# Implications for policy/Practice

- The aim of the research is to identify the elements that are understood as common procedures in management of the learning act performed by students at school. The elements the research aims to identify are attributes of several innovative strategies that, if applied by the teacher, can guarantee the success of the fundamental act students carry out at school.

# 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.

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